

Point of View

By Herbert J. Gans



Fighting the Biases Embedded In Social Concepts of the Poor

ONE OF THE ways that America and its policy makers avoid dealing with poverty is to label some of the poor as morally deficient or undeserving, and therefore not worthy of help. This line of reasoning presumes that everyone can rise out of poverty and become middle class (there being lots of well-paying jobs for them) if they only make the effort.

This is ironic, since most poor people want to be as middle class as everyone else and wish that their efforts enabled them to escape poverty. This is also true of the minority of poor people who drop out of school; do not work; become unmarried mothers; engage in mugging, robbery, or other criminal activities; or wind up as alcoholics or drug addicts. Most people who behave in such ways do so primarily for poverty-related reasons stemming from a sheer lack of resources and the stresses of coping with poverty.

Crime is immoral, whether carried out by the poor or by Wall Street millionaires, but no one has ever supplied data showing that the poor are, as a class, less moral than the middle class or the rich. (The news media currently are filled with stories of rising middle-class unemployment, but no one ever suggests that the middle-class jobless are lazy.)

Labeling the poor as undeserving does nothing to reduce poverty or poverty-related behavior, including the crime rate. While there are continuing scholarly—and ideological—debates about the interplay of different economic, social, cultural, and psychological factors that contribute to keeping people poor, consensus is fairly widespread that only when the poor lose the struggle to escape poverty do they give up mainstream behavior. For example, a major reason for the formation of single-parent families among the poor is the high rate of male unemployment, which makes poor men—of any color—bad marital risks.

Social scientists have played a part in labeling the poor as lazy and undeserving. Their predecessors in medieval times and the early industrial period helped to invent, codify, and apply various conceptions of undeservingness to the poor, and today social-science concepts are still being used in harmful ways.

In the 1930's, the anthropologist Oscar Lewis developed the concept of the "culture of poverty," which claimed that some of the poor belonged to a special culture, passed on from generation to generation, that adapted them so well to poverty that they did not even want to try to escape it. Policy makers in the 1960's used Lewis's thesis to argue that the poor were culturally disadvantaged and to justify their claim that low-income people needed cultural uplift before they could make proper use of jobs and higher incomes.

The current conceptual equivalent to Lewis's culture of poverty is the term "the underclass." Gunnar Myrdal, the famous Swedish political economist, first used this term in 1962 as an economic concept, to describe the people who he thought were being made unemployed by what we now call the post-industrial economy. Myrdal said nothing about the race or gender of his underclass; he was writing about economic victims.

Myrdal's concept never made it into policy-making

circles and also was virtually ignored by academics when it was first published. Then, in the late 1970's, the word surfaced again—in the news media and with a totally new meaning—as a behavioral concept that described poor people whose actions violated the law or did not fit mainstream values. Underclass had become the latest label for the undeserving poor, and it continues to be used that way today.

Underclass is a particularly nasty label, however. Earlier terms such as pauper, vagrant, and tramp were openly pejorative, but underclass is a technical-sounding word that hides its pejorative meaning. Moreover, once people are labeled as underclass, they are often treated accordingly. Teachers decide that they cannot learn, the police and the courts think that they must be incorrigible, and welfare agencies feel justified in administering harsh policies. Such treatment sets in motion the self-fulfilling prophecy: If the poor are treated like an underclass, their ability to escape poverty is blocked further. In addition, the term is turning into a racial code word, since by now it is increasingly applied solely to blacks. The public expression of racial prejudice being no longer respectable, underclass becomes an acceptable euphemism.

JOURNALISTS played the main role in transforming the meaning of Myrdal's concept, and if any publications were central, they were a series of 1981 articles by Ken Auletta in *The New Yorker* and his 1982 book, *The Underclass*. However, by then the term had already appeared on a 1977 *Time* magazine cover and was being used by other popular media; if Auletta had not made it famous, someone else would have done so. Writers for the commercial media have to use words that will grab their audiences, and underclass graphically lumps together, into one scientific-sounding stereotype, images of sinister-looking and promiscuous young blacks (and Hispanics) whom the white population fears and disapproves of.

In the late 1970's, social scientists finally had begun to use the term as Myrdal had, as an economic concept. Subsequently, William J. Wilson elaborated the term as a sociological concept, looking in *The Truly Disadvantaged* (1987) at the way social changes such as the increasing concentration of the very poor in the inner cities had exacerbated the economic problems of pov-

erty. But other scholars, particularly those of conservative or non-political bents, stayed with the behavioral concept.

By the mid-1980's, the term underclass had become so popular in scholarly circles that—either in its Myrdal form, in its Wilson form, or in its behavioral version—social scientists, like journalists, began using the term to grab their audiences, for example, by using the term in the titles of journal articles. Some foundation officials found the word helpful with boards of trustees who had been reluctant to finance research on poverty but who became enthusiastic when it was called research on the underclass. In fact, the anthropologist Mercer Sullivan once described underclass as basically a marketing term.

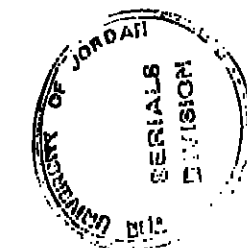
Social scientists have the same right as anyone else to use marketing terms. They are also free to use pejorative concepts, but if they intend to be judgmental, I wish that they would be so openly—and talk about the undeserving poor rather than hide behind euphemisms. In their role as scientists, however, they should be especially sensitive to the biases and unexamined assumptions that too often wander into scientific concepts. They should try especially hard to frame concepts and hypotheses that make no overt *a priori* value judgments about what or whom they analyze.

Equally important, I wish that social scientists would decrease their study of the victims of poverty and devote more research to its causes—the economic, political, and other processes by which America has developed by far the highest rate of poverty in the "first world" of highly developed nations.

ONCE social scientists have done their scholarly duty, they have the right to preach the same duty to others, including journalists. The media now regularly consult social scientists as experts and their quotes are used to give a scientific imprimatur to all kinds of news stories. Thus, when they are being consulted, I think social scientists have a right to suggest that journalists be more thoughtful about the definitions that they use, that they supply supporting evidence if they want to write about the moral condition of the poor, and that they do more exposés on the myth of the undeserving poor.

In the end, the real evil is poverty. Less bias and more thoughtfulness in the choice of concepts and topics will help a little, but only a little. The simple fact that young middle-class men do not mug people—and that some poor men do—carries a potent message. The only really effective solution to poverty-related behavior is the elimination of poverty itself. Scholars must use their insights and their research to cut through ideological obstacles and focus the attention of the general public and policy makers on achieving this goal.

Herbert J. Gans is professor of sociology at Columbia University and the author, most recently, of *People, Plans and Policies: Essays on Poverty, Racism and Other National Urban Problems* (Columbia University Press, 1991). He is a past president of the American Sociological Association.



Quote, Unquote

News Summary: Page A3

"Never mind that the criticisms have been implausible. We in the profession have been inept in explaining to the public what we are doing."

A speaker at the annual meeting of the Modern Language Association: A9

"Maybe a generation of women who perhaps aren't as bitter and don't have an ax to grind will bring more vitality and humor and *jolie de vivre*, and we'll get a whole new kind of women's studies."

Christina Hoff Sommers, on the state of women's studies: A18

"Membership in the Klan, as despicable as it may be, is really only a subterfuge for liberal opposition to David Duke. What terrifies the liberals is not the Klan, but the message Duke is carrying. A recent appointee to the Education Dept.'s national accreditation panel, in a newspaper column: A27

"Congress plays disease-of-the-month, shifting funds from agency to agency. It's difficult for long-term planning under those conditions."

A chemistry professor: A26

"I had chills when I read about City College."

A director of student activities: A33

"This is a very significant step forward toward more actively communicating to athletes and parents and schools the kind of work that will prepare student-athletes to get college degrees."

Head of the presidents' commission, on the NCAA's reform package: A35

"You have to have money or connections—the process is very ugly."

A Chinese student at Rutgers, on leaving China to study abroad: A38

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Black-College Presidents Plan a 'Summit' Amid Displeasure With Lobbying Group

WASHINGTON

A group of black-college presidents is planning a "summit" meeting with all of their colleagues to set a new agenda for historically black institutions.

Organizers say the institutions lack an agenda for dealing with the federal government as well as with businesses and foundations, and need to establish new priorities and positions.

The organizers are trying to set up the meeting in the next month or so, in the hope that it can influence Congressional deliberations on the reauthorization of the Higher Education Act.

The meeting would come amid growing criticism of the National Association for Equal Opportunity in Higher Education, the primary lobbying group for black colleges. Critics say the association has failed to be an effective advocate for its members.

'Nature Abhors a Vacuum'

Robert L. Albright, president of Johnson C. Smith University and one of the organizers of the summit, said the meeting would not be "anti-NAFEO," but he acknowledged that it would deal with many issues that could have been addressed by the association.

Mr. Albright said that since NAFEO was not helping to set an agenda, this meeting was necessary. "Nature abhors a vacuum," he said.

The other presidents organizing the meeting are: Johnetta B. Cole of Spelman



Robert L. Albright, president of Johnson C. Smith U. Black colleges should be "much more aggressive" on a proposal to make Pell Grants an entitlement.

College, Edward B. Fort of North Carolina A&T University, Norman C. Francis of Xavier University of Louisiana, Frederick Humphries of Florida A&M University, Joseph E. Johnson of Talladega College, and Gloria Scott of Bennett College.

Samuel L. Myers, the president of NAFEO, did not return repeated phone calls last week. Many college officials in recent weeks have questioned his leadership, particularly after he sent a letter to black-col-

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NCAA Votes Higher Academic Standards for College Athletes

Presidents' reform package wins overwhelming support at meeting

By DOUGLAS LEDERMAN

ANAHEIM, CAL.

The presidents' commission of the National Collegiate Athletic Association continued to have its way at the association's annual meeting last week, winning overwhelming approval of its package of academic reforms despite spirited opposition from black-college presidents and a handful of other critics.

Just as it did last year, when virtually all of its cost-cutting and time-reduction measures were easily approved, the presidents' panel showed what months of intensive preparation and heavy lobbying can accomplish. This time, at the commission's urging, delegates to the group's 86th annual convention adopted rules changes—by margins of more than three to one—that will raise the academic standards athletes must meet to become eligible for competition as freshmen and to remain eligible in later years.

The most significant change, scheduled to take effect in August 1995, will require freshman athletes to achieve a 2.5 grade-point average in 13 high-school core courses to be eligible to compete, instead of the current 2.0 in 11 courses. But the new rules also will permit an athlete to qualify for competition with a grade-point

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Philosophy Professor Portrays Her Feminist Colleagues as Out of Touch and 'Relentlessly Hostile to the Family'

By SCOTT JASCHIK

WORCESTER, MASS.

Christina Hoff Sommers has "a singular talent for skewering people with their own words," says her department chairman at Clark University here.

Ms. Sommers, an associate professor of philosophy, has skewered quite a few people lately. Her prime targets are feminist philosophers, who Ms. Sommers says are doing shoddy academic work and are out of touch with most women.

A Focus on Excesses

In a series of articles in academic journals and the popular press alike, Ms. Sommers uses quotes from their work to make her points. In the process, she has become a key player in the national debates on "political correctness" and the curriculum. She has also prompted a less-publicized but equally divisive battle in her scholarly discipline.

Her supporters call her courageous



Christina H. Sommers: "These women think of themselves as victims, yet they have huge salaries, they run programs and departments."

for drawing attention to what they consider the excesses of feminist scholarship and political correctness. Her critics say she quotes them out of context and engages in a form of right-wing political correctness in which the ideas of radical scholars, and the scholars themselves, are made to seem silly so that they will never receive a fair hearing from academe or the public.

"She is parasitic," says Allison M. Jaggar, a professor of philosophy at the University of Colorado at Boulder. "She is sniping from the sidelines, taking things out of context, and attacking people. She doesn't have any positive views to put forward."

Love her or hate her (and few people familiar with her work fall in between), Ms. Sommers is a force to be reckoned with. Her articles are widely printed and she speaks on many campuses. The chairman of the National Endowment for the Humanities, Lynne V. Cheney, quotes her in speeches. Education Sec-

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January 15, 1992

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SCHOLARS RESPOND TO CONSERVATIVE CRITICS
Professors at the MLA's annual meeting attacked claims that their field is a seedbed of leftist ideology: A9

LOBBYING FOR MEDICAL-RESEARCH MONEY
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NIH TO SET LONG-TERM PRIORITIES
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For an article that was never published, her piece for *The Atlantic* has caused quite a stir: A16

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At Washington University, architect Walter Cope used Ridgely Hall as the transition from a formal front quadrangle to an irregular—and inviting—series of buildings and spaces beyond: B6.

ALLOCATION OF U.S. RESEARCH FUNDS

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A state legislator in Oregon has established a center at a two-year college to fight chronic unemployment in Portland: A27

SUPPORT OF DUKE STIRS CONTROVERSY

U.S. officials are said to be embarrassed over newspaper columns written by a recent appointee of Secretary Lamar Alexander: A27

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They must not be excluded from the scope of animal-welfare laws, a federal judge has ruled: A27

CEASE-FIRE ON THE ACCREDITATION FRONT

An Education Dept. report recommends that the Secretary recognize the Middle States group: A30

STRATEGIC PLANNING AT NIH

For the first time, the health agency is developing long-term priorities for its research programs: A30

TAKING STOCK OF AFFIRMATIVE ACTION

The concept must be reviewed, not because it has failed but because the problems it was designed to address have "mutated." Point of View: A48

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Athletics

NCAA RAISES ACADEMIC STANDARDS

Despite some spirited opposition, convention delegates have voted overwhelming approval of sports-eligibility reforms sought by college presidents: A1
The association's director says lawmakers and the public remain unconvinced, despite reforms in recent years, that it can solve problems in college sports: A35

Women's-sports advocates hope for action on equity: A35

Florida regents to review handling of rape charge: A37
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CHINESE FLOCK TO U.S. COLLEGES

More students than ever are enrolled at American universities despite China's efforts to restrict study abroad: A38

NORWAY COLLEGES STRUGGLE WITH OVERCROWDING
The higher-education system has experienced a 50-percent increase in full-time students in four years: A39

Poland recruiting academics to train language teachers: A38
Center encourages Brazilian professors to teach longer: A38

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A CAMPUS THAT ENGAGES SCHOLAR AND VISITOR

Washington U. has managed to stand by the spirit, if not the letter, of its turn-of-the-century master plan: B6

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An exhibition attempts to reassess the work of a group of long-forgotten pioneers: B72

Gazette

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MARGINALIA

From the 1992 *Directory* at Loyola University Chicago:

"More than \$52 million in scholarships, grants, loans, work-study pay, and other forms of support is provided for three of every four Loyola students."

That should help them get by.

Memorandum from the director of the library at the University Center at Tulsa, typed on a day when her secretary was off:

"The UCT library has a terrible problem with noise. Students often complain that they cannot concentrate."

"Suggestions for dealing with noise in the library have included using baffles made from fiberglass and fabric."

Or just tell noise to buzz off.

From *Coast News*, a newsletter at the Coast Community College District in California:

"The Board of Trustees reviewed revisions to the cccp policy on Alcohol and Drug Abuse. The revisions allow for alcohol to be served at college-sponsored events when it is required for a certificate program and is approved by the college president."

Who has sophisticated taste buds, we hope.

From a summary of application procedures at the University of Colorado at Denver:

"If you have attended any other post-secondary institutions, request the Registrar at ALL PREVIOUS COLLEGIATE INSTITUTIONS you have attended to send TWO OFFICIAL TRANSCRIPTS of your record directly to this office. You should also have a transcript from each collegiate institution sent to you for your records. These can be used for advising purposes."

Don't be so litigious!

From *University Police Newsletter*, published at Towson State University:

"Alcohol has become one of the most abused drugs on college and university campuses today. . . . Sometimes the reliance on alcohol is so demanding that one feels that one must have a drink at breakfast, a drink or two at lunch and that one night cup which usually turns into more than one."

"The fun really starts when you begin to fight each other, knock holes in the walls, break out windows, and possibly collapse into alcoholic coma. The 'social' drinkers have become so intoxicated they don't even know where they left their clothing and have to be taken to their room wrapped in newspaper."

Not in this newspaper, if you don't mind.

In Brief

Transsexual is barred from nursing program

NASHVILLE—A nursing student at Tennessee State University who is undergoing a sex change was forced to withdraw from the nursing program after local hospitals refused to accept her for clinical training.

The student, Tracy Quiring, has undergone hormone therapy and cosmetic surgery in preparation for an operation to complete the transition from male to female. She had completed two months of the two-year nursing program when a hospital refused to let her begin training there.

Said Marion G. Anema, dean of the nursing school: "The hospital thought that the way she presented her gender was incompatible with what her true gender was and that that would not be well received by patients."

Ms. Anema said Ms. Quiring could be readmitted to Tennessee's nursing program after her sex change is complete.

Ms. Quiring said she was considering whether to sue the university. She said the sex-change operation would alter only her genitals and not her overall appearance. "I didn't find any procedures that nurses perform that use their genitals," she said.



PCB contamination forces SUNY to postpone classes

NEW PALTZ, N.Y.—Classes at the State University of New York campus here will begin at least two weeks late to give workers time to test and clean up buildings contaminated by a carcinogenic

chemical. Last month, transformers containing polychlorinated biphenyls, or PCB's, overheated in five buildings after a car hit a utility pole, causing a power surge.

The New York state health de-

partment is overseeing the clean-up, which authorities expect to cost at least \$500,000. Meanwhile, alternate classroom and dormitory space is being prepared.

College athletic center destroyed by fire

PROVIDENCE, R.I.—A fire has gutted the athletic center at Rhode Island College (left). Virtually all of the equipment for the college's sports teams was destroyed, and damage is estimated in the millions of dollars. No one was injured.

Fire investigators determined that a faulty heating unit in the men's locker room had started the fire, a college spokeswoman said. The building, the Walsh Physical

Student makes threats to avoid exam

ST. CLOUD, MINN.—A student at St. Cloud University who telephoned bomb threats to the university because she needed more time to study for an exam will serve a 25-day jail sentence.

Heather Mudek, a junior, pleaded guilty to making the threats. She telephoned the university library twice on April 12 and warned that a bomb would go off in five minutes. The university evacuated the library, where Ms. Mudek was supposed to have taken her exam.

Ms. Mudek testified that she had asked her roommates to call the library for her. But the room-

mates refused and told the campus police about the calls.

While she serves her sentence, Ms. Mudek will be allowed to commute from jail to the campus to take classes.

She also must perform 40 hours of community service and pay the university \$2,000.

Professor fired

In course scheme

AUGUSTA, ME.—A department chairman at the University of Maine was fired because he allegedly arranged a scheme to give a colleague's son two years' worth of credits for courses he never attended. Russell Cotnoir, who had been chairman of the division of

Business and Governmental Sciences and a tenured professor of public administration, was dismissed following a university investigation. Mr. Cotnoir, who could not be reached for comment, has reportedly filed a grievance with the university.

The Associated Press reported that the investigation had found that Mr. Cotnoir and four other professors, including the student's father, had arranged for the student to earn 56 credits and a grade for an internship that he never performed. The news service obtained copies of a termination letter that Mr. Cotnoir received from the university's president, George P. Connick.

Mr. Connick would not release a copy of the letter to *The Chronicle*.

Education and Health Center was insured

Athletic-department offices at the center are being relocated. Other colleges and schools throughout the state have donated uniforms and equipment. Several have made their gyms available for the college's games.

Corrections

An article about research of needle-exchange programs (*The Chronicle*, December 18, 1991) correctly identified Warwick Anderson. Dr. Anderson is a research associate at the Leonard Davis Institute of Health Economics at the University of Pennsylvania and a graduate student in the Department of the History and Sociology of Science.

A photograph of Edward Sheridan of the University of Central Florida that accompanied an article about the American Psychological Association (*The Chronicle*, January 8), was incorrectly identified as Lee Sechrest of the University of Arizona. Sheridan is at left below, and Sechrest is at right.



Archaeologists uncover ancient crucifix

GAINESVILLE, FLA.—An international team of archaeologists, headed by Kathleen Deagan, a curator of anthropology at the University of Florida, has unearthed the oldest known symbol of Christianity in the New World.

The object, a 1 1/2-inch crucifix of pewter and iron, with a copper alloy figure of Christ, was found during an excavation of La Isabela, the site in the Dominican Republic where Christopher Columbus set up the first European colony in the New World. The crucifix is estimated to be about 500 years old.

Ms. Deagan said she believed the cross to be the oldest New World Christian symbol because it was uncovered from an undisturbed deposit that was in use only from 1493 to 1498.

The researchers said the cross had probably been attached to a rosary or worn as a pendant—perhaps by a soldier.

"The crucifix offers a rare glimpse into someone's personal life 500 years ago," said Ms. Deagan.

The same group earlier discovered that Columbus had set up a second settlement at the same site—the first European manufacturing operation in the Americas, said Ms. Deagan. It produced pottery.



Students join Kerrey campaign in N.H.

MANCHESTER, N.H.—The U.S. Senator and Democratic Presidential candidate Bob Kerrey welcomed more than 200 college students last week at his campaign headquarters here.

The student volunteers, who traveled from across the country at their own expense, are part of a door-to-door canvassing project that provides them with housing and meals in exchange for their labors. Students have been working for all the candidates for President.



Duke or Duke?



DURHAM, N.C.—Not all Dukies are pleased with the campaign material of David Duke, the former Ku Klux Klan leader who has recently announced his candidacy for President.

Some Dukies—those who are affiliated with Duke University and who do not support Mr. Duke—say the candidate's campaign posters and stickers too

closely resemble the university's bumper stickers. Both spell duke in white letters on a royal blue background.

Some affiliated with Duke University say they worry that university stickers (below) will be confused with those of Mr. Duke, and they complain that some political cartoonists have linked the two Dukes.



PORTRAIT

Fund Raiser Discovers 'Fascination' of Biography



Naomi B. Levine: "I'm a history buff. I had never thought of writing a historical study, but when I went to Oxford I was fascinated. I thought I should try."

By ROBERT R. SCHMIDT, JR.

When Naomi B. Levine began to research the life of Edwin Montagu, an Anglo-Jewish millionaire and Liberal Party leader in Britain during the World War I era, she didn't plan on her work culminating in a 700-page biography.

"Life is what happens to you when you're making other plans," she says. "It's a wonderful philosophy; I think it came from a John Lennon song."

Mrs. Levine did manage to not let the book, *Politics, Religion and Love: The Story of H.H. Asquith, Venetia Stanley and Edwin Montagu, Based on the Life and Letters of Edwin Montagu* (New York University Press), interrupt her "other plans." She is senior vice-president in charge of fund raising at New York University, which is in the midst of a huge capital campaign.

Details of a Love Affair

According to Mrs. Levine, the book was purely accidental. "I had never written anything more complex than a legal brief."

Indeed, her career at NYU and elsewhere has not been as a scholar, but as an administrator and lawyer. Before joining the university in 1978, Mrs. Levine had spent more than 22 years at the American Jewish Congress, serving as its first female national executive director.

Mrs. Levine became interested in Edwin Montagu while reading a compilation of letters detailing a love affair between Prime Minister H. H. Asquith and Venetia Stanley, an English socialite who eventually married Montagu.

As Mrs. Levine read the letters, Montagu's name appeared so frequently that she began to wonder who he was. When she discovered there was only one biography on Montagu, written in 1964 by a family member, she decided to travel to Oxford University to see if she could learn more about the man, who may be best known for his attempt to scuttle the Balfour Declaration, even though he was the only

Jewish cabinet member participating in the policy discussions. In the declaration, Britain pledged support for a Jewish state in Palestine.

"I'm a history buff," Mrs. Levine says. "I had never thought of writing a historical study, but when I went to Oxford I was fascinated. I thought I should try."

Rampant Anti-Semitism

Politics, Religion and Love has two focal points: the "love triangle" and the rampant anti-Semitism of the upper class in England during the World War I era.

Mrs. Levine says she was surprised by the anti-Semitic behavior. Montagu's two closest friends, Asquith and Stanley, referred to him as "the Assyrian."

"I didn't expect it amongst the liberals and well educated," says Mrs. Levine, who is familiar with anti-Semitism through her work at the American Jewish Congress.

Montagu's parents were orthodox Jews, much to the chagrin of their son, who spent most of his life ignoring his Judaism.

According to Mrs. Levine, his marriage to Stanley, a Christian, was a vain attempt to escape his religious background and become a part of London high society. It was an attempt that failed miserably because he was rejected anyway.

'The Micro Approach'

Stanley and Montagu's marriage upset Asquith so much, Mrs. Levine contends, that it contributed to his political downfall and to the ruination of the Liberal Party. Asquith was so consumed by his love for Stanley that he often wrote her letters contained up-to-the minute war plans. "It shocked me to see a man of his brilliance become so wrapped up in a woman," she says.

In the book, Mrs. Levine tries to present a different view of history, which she calls "the micro approach."

Instead of presenting history as the result of major military and po-

litical events, she wants to show that an individual's feelings and attitudes can affect world events. Thus, a love triangle can change history as does war. "I am looking at history through a teardrop, rather than a giant prism," she says.

Politics, Religion and Love has received generally positive reviews. *The New York Review of Books* said Mrs. Levine "does credit to Montagu and to herself," but questioned why an author would write a 700-page biography on a person so obscure that "it is not only the publisher but the author herself who has to ask on the first page, who was he?"

The book took six years to complete—not a long time considering that Mrs. Levine's writing was limited to weekends and vacations. For most of the research, she traveled twice to Oxford, the second time as a recipient of a fellowship from St. Hilda's College at Oxford.

Because of time constraints, Mrs. Levine employed two research assistants, one in New York and one in Oxford. "My responsibilities first and foremost were to NYU," she says.

Ahead of Schedule

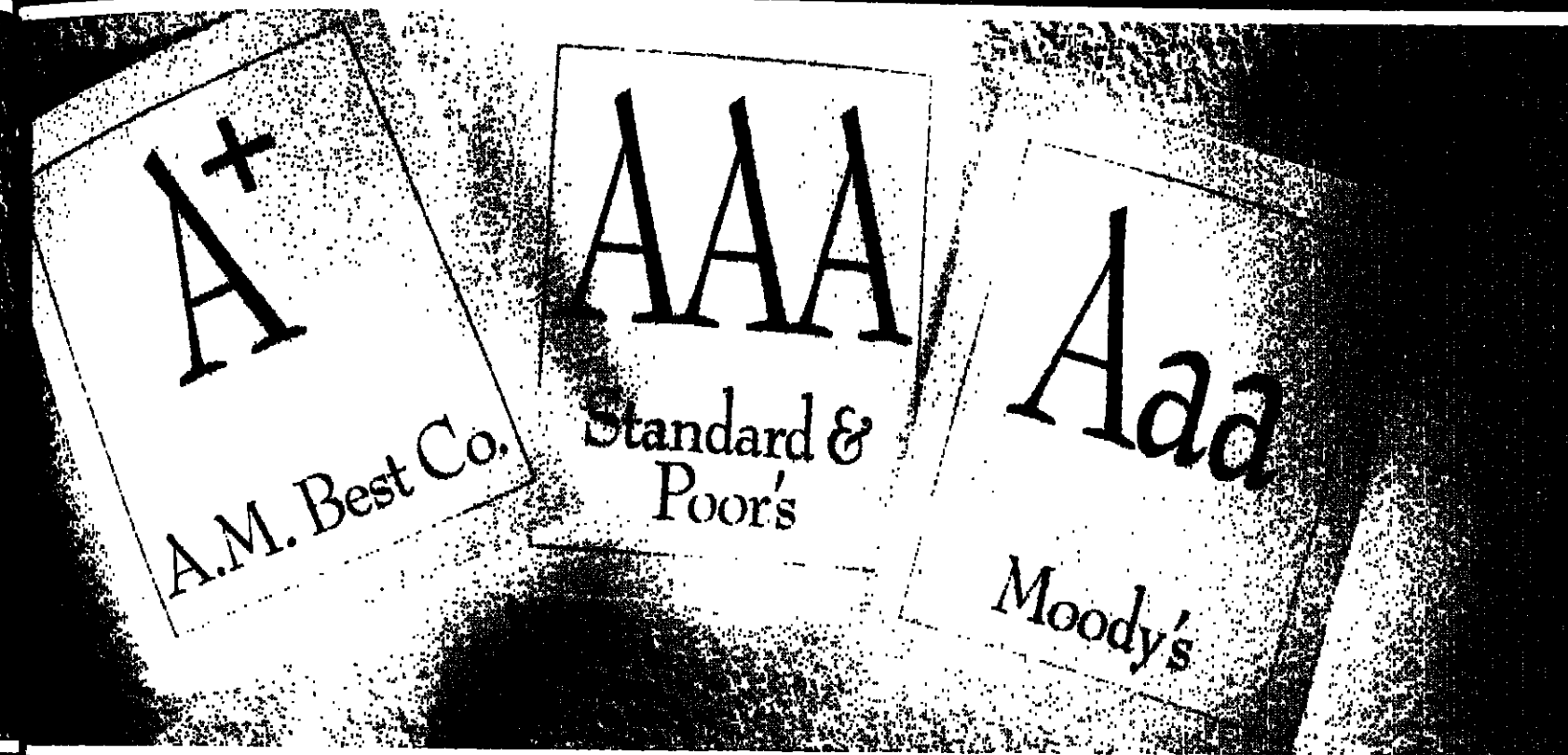
In 1985, NYU embarked on a 15-year, \$1-billion dollar fund-raising campaign. It is ahead of schedule.

Despite her long hours at the university, Mrs. Levine said she could always make time to work on the book. "I have found in my life that there is time for anything you want to do if you discipline yourself accordingly," she says.

Mrs. Levine's colleagues have nothing but praise for her work. Says Peter McB. Buchanan, president of the Council for Advancement and Support of Education: "Her book is an extraordinary accomplishment. That gives one an idea of how talented Naomi is."

Mrs. Levine has no plans to write any more books, at least in the near future. "Right now I'm just trying to do my job and do it well," she says.

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Pool
notes

Scientists who are cloning cattle have discovered a curious effect of their technique—large numbers of giant calves.

About 25 per cent of the approximately 2,000 calves created by a new cloning technique have grown to an especially large size by birth even though they remain in the uterus for a normal period of time, said George E. Seidel, Jr., a professor of physiology at Colorado State University.

Mr. Seidel is the chief organizer of a symposium on cloning mammals that is being held at Colorado State this week.

The cloned calves can be as large as 180 pounds, compared with the usual size of roughly 100 pounds for a newborn calf, Mr. Seidel said. The difference between the abnormally large calves and other calves eventually evens out.

Mr. Seidel said the high proportion of giant calves, which must be delivered by Caesarean section, had temporarily dashed the hopes of companies that wanted to make precise copies of cattle that are good producers of meat and milk.

Scientists can create exact copies of desirable mammals by removing the genetic material from the single-celled egg in a mother and replacing it with the genetic material from one of the cells in another animal's embryo that is at a later developmental stage.

In effect, the scientists fertilize the egg with a nucleus from another cell rather than with sperm. Scientists are not yet sure why the method is creating so many giant calves.

"This technique can't be put out in the marketplace until this is sorted out," Mr. Seidel said.

André Schiffrin, the former editor in chief of Pantheon Books, announced last week the establishment of a new enterprise intended to occupy the middle ground between university-press and commercial publishing.

Called the New Press, the fledgling publishing house is an independent, non-profit company that is committed, said Mr. Schiffrin, to producing serious books in history, education, social policy, the arts, and literature. The New Press, supported by the John D. and Catherine T. MacArthur Foundation, the Rockefeller Brothers Fund, and other foundations, will be housed at the City University of New York.

"We're trying to create an entirely new structure," Mr. Schiffrin said.

The New Press will not publish specialized academic monographs, he added, but will publish—as Pantheon did under Mr. Schiffrin's leadership—scholarly books that are also of interest to a wider audience.

One of the first New Press books, to be released in April, is *Customs in Common: Studies in Traditional Popular Culture*, by E. P. Thompson, a leading British social historian.

Scholarship



Tsianina Lomawaima of the U. of Washington: "In an awful lot of anthropological study of Indians, people assumed they didn't change over time, that they were just lumps sitting there being influenced by Europeans."

Growth of Scholarship on American Indians Brings New Insights About Native Cultures

Recent studies provide answers to questions about resilience of tribes in the face of colonialism

By CHRIS RAYMOND

Scholars in the United States are coming to a far more sophisticated awareness of the complexity of American Indian history and culture than they previously had. Some of that awareness is based on the work of American Indians themselves.

The research is providing previously unavailable insights into long-standing puzzles in the anthropology of tribes and into the remarkable resilience of Indian cultures in the face of enormous social, political, and economic pressures over the 500 years since the arrival of European conquerors.

At the same time, the new scholarship is providing fresh insights into broader questions with which social-science and humanities scholars have been grappling—including such questions as the nature of resistance to colonialism, the biases in traditional ethnographies, the uses of oral histories, and the character of America's colonial period.

"People are very busy right now rewriting encyclopedias and textbooks about American Indians," says C. Matthew Snipp, a Cherokee and an associate professor of sociology at the University of Wisconsin at Madison.

Preserving Their Traditions

The public's interest in American Indians can be traced to a number of factors. Among them, scholars say, are the "red power" movement of the early 1960's; the increasing interest among young American Indians in preserving their traditions and writing their own histories—including pro-

moting an alternative vision of the Columbus Quincentenary commemoration; and a renewed search for spiritual values among advocates of "New Age" philosophies.

"There are a lot of complicated motives" for the public's interest, says Neal E. Salisbury, a professor of history at the National Center for the Humanities in Research Triangle Park, N.C., and author of *Manitou and Providence: Indians, Euro-*



Cornell's Daniel H. Usner: Debate over European "Influences" should lead scholars to examine the complexities of Indian-colonial interaction.

peans, and the Making of New England, 1500-1643.

"There's guilt in some cases, romanticization, and a realization that there is another side to the story, and they're curious about it or angry," he says.

American Indians themselves are a catalyst for research. Pauline Turner Stone, an assistant professor of anthropology at the University of Missouri at St. Louis, says that tribal historians' efforts, which are grounded in oral history, religious beliefs, and mythology, provide an additional voice in anthropology.

Stronger Voice Expected

Some American Indians have a different view. Says Tsianina Lomawaima, a Crow Muskogee and an assistant professor of anthropology at the University of Washington: "If there is a Native American voice in literature and creative writing," she cited are the works of the American Indian writers Michael Dorris, Louise Erdrich, N. Scott Momaday, and James Welch.

Frederick E. Hoxie, director of the D'Arcy McNickle Center for the History of the American Indian at Chicago's University of Chicago, says that, with the substantial increase in the number of American Indians entering academe, he expects a stronger Indian voice to emerge. In 1989, 89,000 American Indians were enrolled in college. The National Research Council reports that 116 American Indians received doctorates that year, the highest. (The number declined to 99 in 1990.)

Continued on Page A12

Literary Scholars Mount a Counteroffensive Against a Bad Press, Conservative Critics

By KAREN J. WINKLER

SAN FRANCISCO

Scholars here at the annual meeting of the Modern Language Association mounted what many said privately was a long-overdue counteroffensive against charges that their discipline is a seedbed of "political correctness" and leftist ideology.

Indeed, a number of the most crowded sessions at the meeting were devoted not to literary analysis, but, as the title of one session announced, to "Answering Back."

The discussion was part of a growing effort among humanities scholars in recent months to respond to vitriolic attacks on their teaching and research.

'Cluster-Bombed'

While most of the speakers charged their detractors with spreading gross misinformation, some also urged literature professors to begin considering their own errors.

"Higher education has been cluster-bombed by small bits of misinformation scattered over a wide area through TV shows, books, and newspaper columns," said Catharine R. Stimpson, dean of the graduate school at Rutgers University and a past president of the MLA.

"But my point is not to whine away in a bomb shelter. Obviously, higher education, and the humanities in particular, have made some silly mistakes. We must admit those mistakes and remedy them as soon as possible."

"Never mind that the criticisms have been implausible," said Stephen J. Greenblatt, a professor of English at the University of California at Berkeley. "We in the profession have been inept in explaining to the public what we are doing."

The most common complaint voiced was that the news media have recycled distortions about the teaching of literature that have been spread by a relatively small number of critics.

For example, Mario J. Valdés, a professor of comparative literature at the University of Toronto and the 1991 MLA president, said that in a recent 34-month period—when the association opposed the nomination of Carol Lannone to the National Council on the Humanities—he counted 78 editorials and news articles about the MLA. "Most often they were an elaborate fabrication of lies," Mr. Valdés said.

Controversy Over Texas Course

He said the press had mindlessly repeated charges that literature scholars had neglected to teach the classics of Western civilization in favor of teaching multiculturalism—even though a recent MLA survey of upper-division courses in 19th-century and Renaissance literature revealed that many texts considered traditional classics were still being taught.

Other scholars were particularly critical of the way the press covered the controversy last year over reforming a freshman composition course at the University of Texas at Austin. They complained that the press played up charges that the Texas course would have indoctrinated students



Harvard's Henry Louis Gates, Jr.: "It is time to chart out a center space, and to get beyond the polarities and the name-calling that have torn us apart."



Duke's Cathy N. Davidson: "None of our current acrimony, stupidity, and even lies surpasses what happened in the good old days."



Berkeley's Stephen J. Greenblatt: "Never mind that the criticisms have been implausible. We have been inept in explaining what we are doing."

RESEARCH NOTES

- Unique photos of Earth produced from spacecraft
- Astronomers find evidence of planets around a pulsar
- Referees critical of paper when author is unidentified
- Study finds athletes engage in unhealthy behaviors



This view of Antarctica and parts of South America, Africa, and Australia was made from 21 images sent by the "Galileo" probe.

Photographs of Earth showing details never before seen from space have been produced by a scientist at Cornell University who used computers to enhance and combine images obtained by the *Galileo* spacecraft.

Some of the photographs depict Earth as if it were illuminated and viewed from directly above the South Pole, South America, Australia, Africa, and the mid-Pacific—an achievement that represents the first time a spacecraft constructed images of the entire planet in a single day.

The images reveal subtle differences in the types and conditions of vegetation on the continents; show the water-vapor content of clouds, a feature that allows scientists to distinguish between low- and high-altitude clouds; and differentiate snow from glaciers and oceanic pack ice.

W. Reid Thompson, a senior research associate at Cornell's Laboratory for Planetary Studies, produced the images from data acquired by the Jupiter probe's orbit of Earth on December 15, 1990.

The *Galileo* spacecraft, which is expected to reach Jupiter in December 1995, passed within 560 miles of Earth's surface in December 1990 and is scheduled to pass Earth again in December 1992, bringing it to within 190 miles of the planet's surface.

Mr. Thompson, who is also an associate interdisciplinary scientist with the *Galileo* project, said the spacecraft's ability to view large areas of Earth's surface in the visual and near-infrared spectrum was unique and not possible with any satellites.

Using map-projection software developed at Cornell and combining images, Mr. Thompson added colors to the photographs to distinguish subtle differences in the absorption of wavelengths that corresponded to differences in vegetation and in snow, ice,

and water vapor. He released the photographs at a recent meeting of the American Astronomical Society.

Mr. Thompson said the computer techniques he used to produce the photographs could prove useful in monitoring the earth's environment with remote-sensing spacecraft.

"We could monitor effects of human activity and climatic fluctuations," he said, "such as the extent of ice caps and glaciers, distribution of various types of vegetation, destruction of rain forest, growth of deserts, and so on."

While the photographs provided an important test for the Jupiter probe's capabilities, scientists at the National Aeronautics and Space Administration who have been unable to unfurl a stuck antenna aboard *Galileo* fear the spacecraft could be prevented from sending data on Jupiter and its satellites back to Earth. A NASA official said the jammed antenna should not affect the spacecraft's ability to relay data while it is relatively near Earth.

—KIM A. McDONALD

Two astronomers say they have uncovered the strongest evidence yet of a planetary system outside the solar system.

The two scientists report in the January 9 issue of *Nature* that radio signals from a neutron star, known to astronomers as PSR1257+12, suggest that it is encircled by two or possibly three planets.

The discovery by Alexander Wolszczan, a senior research associate at Cornell University's National Astronomy and Ionosphere Center, and Dale A. Frail, a postdoctoral fellow at the National Radio Astronomy Observatory in Socorro, N.M., follows the claim, made last July by a team from the University of Manchester in England, of a single planet orbiting another rapidly rotating

Continued on Page A11

Scholarship on American Indians Brings New Insights

Continued From Page A8
the latest year for which figures are available.)

Mr. Salisbury and other scholars say, however, that intellectual trends, more than public awareness or demographics, have influenced academic research about American Indians.

Many say that, for a number of reasons, most of the blossoming in new research on American Indians has occurred in the field of history. First is the growth, over the last 30 years, of scholarship on America's colonial period, and a more recent realization that, in Mr. Salisbury's words, "practically nothing" in that field was being written about American Indians.

That is beginning to change. Mr. Salisbury says that even though the "standard formulas" about Indian savages and European civilizers still hold sway in much scholarship, material on American Indians is now "high up on the reading lists of graduate students," and students can find dissertation supervisors familiar with American Indian research.

One of the leaders in such research is James Axtell, author of several books of American Indian history, including *The Invasion Within: The Contest of Cultures in Colonial North America*, the first of a planned three-volume series.

"Whatever the different interpretations, the direction in the last 20 years is that Indians are now seen as actors on the historical stage."

In those volumes, Mr. Axtell, a professor of humanities at the College of William and Mary, is undertaking an "ethnohistory" of the French, British, and Indian cultures of North America after Columbus arrived.

Disputes Over Land Claims

Many scholars say that ethnohistory, which combines anthropology and history, arose from the study of American Indians prompted by legal disputes over Indian land claims. Enriched now by the contributions of social histories of English and American colonists, ethnohistory is holding out the promise of disentangling cultures that had once been lumped together as "European" or "Indian." That should shed more light on the nature and outcome of interactions between specific groups, such as the French and the Iroquois, some scholars say. Others, such as Mr. Salisbury, question whether "ethnohistory" as a term may have the unintended consequence of placing the study of American Indians in a special, and hence ignorable, category for non-ethnohistorians.

The influence of social history, with its emphasis on studying the lives of common people, and the increased status of history of the American West and of oral history have also combined to boost re-

search on American Indians, scholars say.

"My sense is that, whatever the different interpretations," says James H. Merrell, a professor of history at Vassar College, "the direction in the last 20 years is that Indians are now seen as actors on the historical stage." Mr. Merrell is the author of the 1989 book, *The Indians' New World: Catawbas and Their Neighbors From European Contact Through the Era of Removal*, which was awarded the Bancroft Prize in 1990.

That direction has led to such books as Daniel H. Usner's *Indians, Settlers, and Slaves in a Frontier Exchange Economy*, a social history of life in the lower Mississippi Valley; Richard White's *The Middle Ground*, which posits the rise not of a European world imposed on Indians, but of a new world integrating the two cultures; and a number of biographies that show the ways in which specific Indians influenced Europeans.

A Question of 'Influence'

One recent line of research has aroused considerable controversy: that of the influence of the Iroquois nation's legal concepts on the U.S. Constitution. Historians agree that the Founding Fathers had considerable interaction with Iroquois leaders and some familiarity with the tribes' "Great Law," but they remain divided over the merits of research claiming that the founders incorporated Iroquois legal precepts into the Constitution.

Scholars not directly involved in the dispute say that it arose in part because of conflicting definitions of the term "influence," and in part as a backlash from some historians who felt the claims, publicized during the 1987 celebration of the Constitution, amounted to nothing more than "political correctness."

Mr. Usner, an associate professor of history at Cornell, says the dispute is unfortunate, because the research should alert scholars to look at the complexities of interactions between Indians and colonists.

In contrast to the proliferation of historical scholarship, anthropologists say their discipline is just recovering from decades of stagnant interest in American Indians. Says Ms. Lomawaima of the University of Washington: "In an awful lot of anthropological study of Indians, people assumed they didn't change over time, that they were just jumps sitting there being influenced by Europeans."

Uneasy Relations

Ironically, says Karen Blu, an associate professor of anthropology at New York University, "in earlier days, American Indian studies was at the core of our discipline." But she and other anthropologists say that as grants for field work overseas became widely available, the status of those doing anthropology in North America—and the "romantic appeal" of American Indians—declined.

More recently, efforts by many Indian tribes to regain ownership of their ancestors' skeletal remains and artifacts—and, more general-

ly, to assert control over the conduct of research into their cultures—have led to uneasy relations between some anthropologists and American Indians. Scholars say that some of their peers, reluctant to become advocates in Indians' political battles, have shied away from research on contemporary American Indian communities.

But American Indian anthropology never completely disappeared, and intellectual developments in the field have helped to revive interest in the specialty, scholars say. Chief among those developments are the critique of traditional ethnographies that glorified "pure," aboriginal cultures and a growing interest in studying ethnicity, the active reconstruction of culture, and resistance and accommodation to colonialism.

Affected by those trends, anthropologists are looking at the changes and continuities in American Indian cultures through a new lens, scholars say.

For example, Loretta Fowler, a professor of anthropology at Indiana University, in *Shared Symbols, Contested Meanings: Gros Ventre Culture and History, 1778-1984*, examines 200 years of reworking of traditions among one Arapaho-speaking tribe.

Other scholars, such as Mr.

Hoxie at the Newberry Library, are beginning to look at the experiences of Indians after they were moved to reservations.

Still others, including American Indians themselves, are compiling dictionaries of Indian languages and grammars or developing new translations of previously published Indian oral histories and biographies, which place American

"For a long time, it's just been a cataloging operation. Now research will be more than a taxonomic exercise."

Indian figures in broader cultural and historical contexts.

Of one such effort by an Indian scholar, Alfonso Ortiz, Ms. Blu says: "His work has provided a wonderful revealing of the Tewa world view."

In the view of Mr. Snipp of Wisconsin, sociologists and other social scientists have yet to devote much effort to studying American Indians, in large part because of their perception of the small size of the American Indian population.

"Where American Indians fit in

social science was as a relic heading for the museum," Mr. Snipp, who is the author of what is considered the definitive book on American demographics, *American Indians: The First of This Land*.

Nonetheless, scholars such as significant sociologists as that of the American scholar Russell Thornton, drew attention to the massive variations in the timing of its radio pulses, which were measured by Mr. Wolszczan and Mr. Frail using a radio telescope at the Arecibo Observatory in Puerto Rico, suggested that the pulsar was wobbling in space.

A Coming 'Revolution'

Furthermore, Mr. Snipp and other sociologists and demographers have documented an increase in people identifying themselves as American Indians on the decennial censuses, indication of the growing acceptance of an American Indian identity, says Mr. Snipp.

He says he now sees a "revolution" in how the life sciences characterize American Indians.

"For a long time, it's just been a cataloging operation, cataloging languages and family traditions," says Mr. Snipp. "Now research will be more than a taxonomic exercise."

Scholarship

Research Notes

Continued From Page A8
neutron star emanating radio pulses, or pulsar.

PSR1257+12 was discovered in February 1990 by Mr. Wolszczan, who determined that the pulsar spins on its axis once every 6.2 milliseconds. In addition, systematic variations in the timing of its radio pulses, which were measured by Mr. Wolszczan and Mr. Frail using a radio telescope at the Arecibo Observatory in Puerto Rico, suggested that the pulsar was wobbling in space.

That indicated to the two scientists that two or more planet-sized companions orbited it.

According to their calculations, two of the planets are each about three times as massive as Earth and complete a full revolution in a circular orbit around the pulsar in 67 days and 98 days, respectively.

The scientists say their data also suggest the existence of a third planet that orbits the pulsar once a year, but additional measurements of the pulsar's wobble are needed to confirm this possibility.

Mr. Wolszczan said the pulsar, which is located 1,300 light-years, or 7.5 million trillion miles, from Earth, is too faint to be easily observed by optical or infrared telescopes.

He said it had been formed in a star explosion about one billion years ago that left a rapidly spinning, dense core that became the pulsar.

As a result of the explosion, he added, it was unlikely that the planets could have retained an atmosphere. —K.A.M.

larly, referees' ratings decreased for papers from authors from foreign countries or non-academic institutions.

The study also found that double-blind reviewing did not greatly increase the acceptance rate of papers by female economists.

Some critics of double-blind reviewing, says Ms. Blank, argue that a clever reviewer always can guess the author of an anonymous paper. In her study, only 45 percent of reviewers could do so.

—CHRIS RAYMOND

College athletes are more likely than non-athletes to en-

gage in behaviors that put their health at risk, according to a study conducted by two researchers at the University of California at Los Angeles medical school.

"It is often assumed that athletes are healthier and more attuned to their overall well-being," said James C. Puffer, chief of the school's family-medicine division and a former head physician for the U.S. Olympic team. "Participation in sports, however, often causes additional emotional, physical, and mental stresses that those involved in the health care of athletes should be aware of."

In the December issue of *The Journal of Family Practice*, Dr. Puffer and Aurelia Nativ, an assistant clinical professor in the school's family-medicine division,

report that their survey of 109 college athletes and 110 students not involved in intercollegiate athletics at "a major collegiate institution" showed that athletes had a significantly higher proportion of "risky behaviors." They declined to name the institution.

The survey, the first published study to examine behavior differences between collegiate athletes and non-athletes, found that athletes were more likely than non-athletes to consume excessive amounts of alcohol in a single sitting (54 percent compared with 36 percent), drive under the influence of alcohol or other drugs (39 percent compared with 12 percent), or ride with an intoxicated driver.

Athletes were also less likely than non-athletes to use seat belts,

and to use helmets when riding a bicycle, moped, or motorcycle. When asked about their sex practices, the survey found, athletes reported having more sexual partners than non-athletes and were more likely to report that they had engaged in sex without using contraceptives. They also had a higher incidence of sexually transmitted diseases than non-athletes.

The researchers said the 109 athletes in the survey represented a variety of sports and included nearly equal numbers of male and female participants. Dr. Nativ, the principal investigator for the study, said she believed the results were not unique to the university they surveyed. She hopes to participate in follow-up studies at other institutions. —K.A.M.

American Indian History and Culture: a Reading List

BOOKS MENTIONED IN THIS ARTICLE

American Indians: The First of This Land, by O. Matthew Snipp (Russell Sage, 1989)

The Indians' New World: Catawbas and Their Neighbors From European Contact Through the Era of Removal, by James H. Merrell (University of North Carolina, 1989)

Indians, Settlers, and Slaves in a Frontier Exchange Economy: The Lower Mississippi Valley Before 1783, by Daniel H. Usner, Jr. (University of North Carolina Press, 1992)

The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815, by Richard White (Cambridge University Press, 1991)

Shared Symbols, Contested Meanings: Gros Ventre Culture and History, 1778-1984, by Loretta Fowler (Cornell University Press, 1987)

Other Frequently Cited Books

American Indian Holocaust and Survival: A Population History Since 1492, by Russell Thornton (University of Oklahoma Press, 1987)

Being Cheyenne: A Social History of an American Indian Community, by Morris W. Beardslee (University of Arizona Press, 1982)

Indians, Europeans, and the Making of New England, 1500-1643, by Neal E. Salisbury (Oxford University Press, 1982)

The Invasion of America: Indians, Colonialism, and the Cant of Conquest, by Francis Jennings (University of North Carolina Press, 1975)

The Return of the Native: American Indian Political Resurgence, by Stephen E. Cornell (Oxford University Press, 1988)

Shared Symbols, Contested Meanings: Gros Ventre Culture and History, 1778-1984, by Loretta Fowler (Cornell University Press, 1987)

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Literary Scholars Respond to Conservative Critics

Continued from Page A9

with a leftist ideology, but played down criticism that university administrators violated academic norms in canceling the course.

Gregory Jay, a professor of English at the University of Wisconsin at Milwaukee, said that "the media flap over the universities must be seen in the context of the general retreat from critical reporting witnessed under the Reagan presidency."

Nevertheless, Mr. Jay warned, "whatever the merits of our gripes, and I think they are, in some cases, considerable, academic critics should not respond to their recent shellocking in the press by self-righteously feeling the media."

"If we feel misunderstood, much of the blame has to be our own," Mr. Jay urged scholars both to present their research to the public more clearly and to bring it to bear more directly on current social and cultural problems.

4 Principles Proposed

Berkeley's Mr. Greenblatt proposed four principles that he said scholars should articulate to the public:

- "Intellectual work matters."
- "We are members of the Modern Language Association and not the Nationalist Ideology Association."
- "The assault on the profession for betraying the classics is itself a betrayal of the classics. And the

"We are members

of the Modern Language Association and not the Nationalist Ideology Association."

irony of this attempt is that in the name of preserving the classics, it would actually turn them into dead letters."

■ "Tradition and innovation must work together."

One group founded last fall that is trying to speak to the public in this way, Teachers for a Democratic Culture, discussed some of the strategies it hopes to use to counter conservative criticism of academe. At its first gathering, held in conjunction with the MLA meeting, nearly 300 literary scholars discussed such strategies as recruiting members from other disciplines, publishing a newsletter, and producing a packet of readings on such issues as the debate over reforming the literary canon.

Some scholars at the MLA convention warned, however, that simply communicating their research to the public more effectively would not answer critics: They said literature scholars should also reconsider some of their own research and teaching practices.

In particular, several scholars criticized what they said were excesses by both the right and the left in recent battles over culture.

Rutgers's Ms. Stimpson called on her colleagues "to create a

volving center" that would "reach out to different audiences."

She said some graduate programs had been guilty of neglecting teaching, while some women's studies programs had slighted the interests of conservative women. She also took humanists to task for concentrating on teaching students critical thinking skills, while forgetting that "we cannot have critical thinking alone."

"We want a sense of what's good and bad—of what is worth learning," she added.

Ms. Stimpson said that humanists should publicize their accomplishments—most notably the expansion of knowledge about previously neglected groups and their literatures, and about such subjects as composition and rhetoric—and pay more attention to problems like shrinking public and private support for the humanities and widespread illiteracy.

"Who cares about the content of the canon if no one reads and everyone thinks 'canon' is a copier?" she asked.

'Narrow Ethnocentrism' Feared

Henry Louis Gates, Jr., a professor of English and chair of Afro-American Studies at Harvard University, said: "I'm tired of crazy people on both the right and the left. It is time to chart out a center space and to get beyond the polarities and the name-calling that have torn us apart."

Mr. Gates criticized conservatives for ignoring multicultural topics and "forgetting that ours is a world already fissured by ethnicity, race, class, and gender."

But he also cautioned against a "narrow ethnocentrism" that would study the literature of particular groups, such as black Americans, exclusively and in isolation.

"We must resist the tendency to cast the debate today in terms of the West versus the rest," Mr. Gates said. "Pluralism sees culture as dynamic, not the fixed property of groups."

He also charged that while literary critics have viewed debates about the curriculum as a form of politics, they have ignored such "real social problems" as the disintegration of American cities and the failure of the public schools.

Other speakers warned against letting the recent attacks on literature scholars sidetrack them from multicultural research on ethnicity, race, class, and gender.

Cathy N. Davidson, a professor of English at Duke University, said that while critics of current scholarship say it divides what was once a unified American culture, neither culture nor scholarship was ever homogeneous or uncontested.

She reported that a survey of the archives of the journal *American Literature*, which was founded in 1928 and which Ms. Davidson co-edits, reveals that "none of our current acrimony, stupidity, and even lies surpasses what happened in the good old days."

She noted that the current debate over multiculturalism was no more heated than the friction in the 1920's and 1930's between critics who studied the literature of different regions of the United States.

Nor is it much different, she added, from the feud in the 1950's between self-styled "new critics" who analyzed the internal structure of texts and historical critics who placed literature in a historical context.

Ms. Davidson said that while critics today attack scholars for studying multicultural literature, "outside academe that's what people are reading." She said a publisher recently told her, "What you academics call multiculturalism, we call the world we live in: Multiculturalism sells."

"But all is not well," Ms. Davidson added. "We have an audience. We have a new canon. But we don't have bibliographic materials" for multicultural research. She pointed to the fact that the works of many authors of interest to scholars today are still not in print, while biographies, collections of letters, and the like that

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB

The following list has been compiled from information provided by the publishers. Most of the books are scheduled for release this month, but publication dates—as well as prices and numbers of pages—are sometimes approximate and are subject to change without notice. Some publishers offer discounts to scholars and to people who order in bulk.

COMMUNICATIONS
Playing with Power in Movies, Television, and Video Games: From Muppet Babies to Teenage Mutant Ninja Turtles, by Marsha Kinder (University of California Press; 277 pages; \$22.50). Discusses cognitive, social, and commercial aspects of children's experiences as consumers of media "super systems"—interconnected movies, cartoons, video games, theme parks, and spin-off toys.

ECONOMICS
Indian Urbanization and Economic Growth Since 1880, by Charles M. Decker, Jeffrey G. Williamson, and Edwin S. Mills (Johns Hopkins University Press; 346 pages; \$60). Uses a multicenter, computable general equilibrium model to track India's economic and urban development.

ANTHROPOLOGY
Health and Development in a Rural Kenyan Community, by Jean M. Brainerd (Peter Lang Publishing; 216 pages; \$38.95). Focuses on the public-health impact of the Nakomati irrigation project in Kenya's Turkana district.

THE BEED AND THE BOLL: Gender and Cosmology in Turkish Village Society, by Carol Delaney (University of California Press; 373 pages; \$42.50). Hardcover, \$16 paperback. Uses field data from a Simali Muslim village to explore the attitudes toward gender, sexuality, authority, and other issues expressed in Turkish metaphysical images of procreation.

TRADITIONAL NARRATIVES OF THE ARABIAN INDIA, by Douglas R. Parks (University of Nebraska Press; 286 pages; \$60). Discusses a method for reconstructing 400 years of North American climate history from tree-ring data.

ENVIRONMENTAL STUDIES
Reconstructing Large-Scale Climatic Patterns from Tree-Ring Data: A Diagnostic Analysis, by Harold C. Frith (University of Arizona Press; 286 pages; \$60). Discusses a method for reconstructing 400 years of North American climate history from tree-ring data.

FILM STUDIES
Narrated Film: Storytelling Situations in Cinema History, by Avrom Fleishman (Johns Hopkins University Press; 216 pages; \$34.95). Examines five forms of cinematic spoken and written storytelling through discussion of six pairs of films, including *Sunset Boulevard* and *Orpheus*, and *Rashomon* and *Zelig*.

ART AND ARCHITECTURE
Kashmiri Mural Painting: The Olmuk of Dilemma, by Rainer Crone and David Moss (University of Chicago Press; 230 pages; \$49.95). Traces the artistic development of the Russian painter who lived from 1870 to 1935; links his work to quantum and relativity theory; the writings of the Futurist poet Vladimir Khlebnikov; and the linguistic thought of Roman Jakobson and the Prague School.

CLASSICAL STUDIES
Community and Society in Roman Italy, by Stephen L. Dyck (Johns Hopkins University Press; 416 pages; \$39.95). Examines everyday life in the largely autonomous rural communities of Roman Italy. Honor The Gods: Popular Religion in Greek Tragedy, by Jon D. Mikalson (University of Toronto Press; 376 pages; \$39.95). Hardcover, \$14.95 paperback. Draws on works by Aeschylus, Euripides, and Sophocles in a study of Athenian popular religion in the fourth and fifth centuries B.C.

explore the lives and work of newly discovered authors still need to be produced.

"There isn't time to exclude anyone—there's far too much work to be done," Ms. Davidson said.

Anger Over Meeting's Focus

Houston Baker, Jr., director of the Center for the Study of Black Literature and Culture at the University of Pennsylvania and the 1992 president of the MLA, said he was critical of conservative scholars who promote a vision of a single Western cultural tradition, and liberal scholars who pursue an approach that he said simplifies culture by overgeneralizing about the way it is produced and received.

"We must avoid a future of American cultural studies stripped of the force and specificity of different American traditions," he said.

Some participants in the convention were angry at the focus on lit-

erary politics. Speaking from the audience at one session, Anna Balakian, a professor of English at New York University, contended that "no other discipline, in a national convention, would spend so much time discussing political issues."

"I am deeply disappointed in the program," she said.

Ms. Balakian added that many sessions at the convention seemed biased in favor of dealing with issues such as race or gender, and neglected more traditional analyses of literature.

While a few other scholars said they would have liked to see more sessions with open debate between literature professors and their conservative critics, the overwhelming majority of those in attendance indicated that they were tired of the bad press their discipline had been getting.

Their conservative critics, they said, are the ones who have been overrepresented in the media.

Scholarship

(University of Delaware Press; 368 pages; \$55). A biography of the English diplomatic historian who died in 1579, describes how he and other Cambridge University scholars struggled over the issue of whether history should be valued for its own sake or viewed as a school for statesmanship.

An Independent Woman: The Autobiography of 54th Quarter, edited by Molly Huxton (University of Massachusetts Press; 200 pages; \$27.50). First publication of the memoir of the American librarian and social reformer who lived from 1870 to 1958.

Indian Legends on Trial, 1843-1848, by Roy Palmer Domenico (University of North Carolina Press; 315 pages; \$39.95). Discusses the trials, purges, and other efforts to punish Federal officials after the overthrow of Mussolini in 1943, and again after the liberation of German-occupied northern Italy in 1945.

The Jews in a Polish Private Town: The Case of Opole in the Eighteenth Century, by Gerda David Handberg (Johns Hopkins University Press; 248 pages; \$39.95). An economic, demographic, social, and political history of the Jewish community in Opole, one of the nobility-owned towns of the period.

The Papers of Jefferson Davis, Volume 7, 1862, edited by Lyndi Lusswell Crist and Mary Neaton Dix (Louisiana State University Press; 557 pages; \$50). Documents the former Mississippi Senator's activities during his first year as President of the Confederacy.

Power and Pleasure: Louis Barthelemy and the Third French Republic, by Robert J. Young (McGill-Queen's University Press, distributed by University of Toronto Press; 330 pages; \$44.95 U.S.). A biography of the controversial French politician who lived from 1862 to 1934, when he was assassinated along with King Alexander of Yugoslavia; sets his public and private life in the political and cultural context of the Third Republic.

Power at Coast: Ontario Hydro and Rural Electrification, 1913-1968, by Keith R. Fleming (McGill-Queen's University Press, distributed by University of Toronto Press; 326 pages; \$39.95 U.S.). Discusses the Canadian public utility's responsiveness to economic, political, and technological developments.

Religion in the Andes: Vision and Imagination in Early Colonial Peru, by Sabine MacCormack (Princeton University Press; 331 pages; \$39.50). Shows how changes in European theology and philosophy influenced Spanish descriptions of the pre-Inca and Inca beliefs and practices that persisted in colonial Peru; also considers the views of newly converted Peruvians, who sought to find links between Andean religion and Christianity.

The Renaissance of the Goths in Sweden: A Study of the Gothic Revival in Sweden, by Kurt Johansson, translated by James Larson (University of California Press; 303 pages; \$35). Translation of a Swedish study of the Catholic archbishop Johannes Magnus and his diplomat brother Olaus, who were forced into exile after the triumph of Lutheranism in Sweden.

Race and Danger in Buenos Aires: Prostitution, Family, and Nation in Argentina, by James J. Gray (University of Nebraska Press; 266 pages; \$35). A social history of Argentine prostitution in the late 19th and early 20th centuries.

Shoulder to Shoulder? The American Federation of Labor, the United States, and the Mexican Revolution, 1910-1924, by Greg Andrews (University of California Press; 279 pages; \$45). Focuses on Samuel Gompers' A.F.L. in a study of the American labor movement's response to the Mexican Revolution, and the influence of that response on U.S. policy toward Latin American revolutionary nationalism.

Woman of the Renaissance, by Margaret L. King (University of Chicago Press; 334 pages; \$45). A study of women's lives in European Renaissance society from 1550 to 1650.

A World Mission: Canadian Protestantism and the Quest for a New International Order, 1828-1898, by Robert Wright (McGill-Queen's University Press, distributed by University of Toronto Press; 337 pages; \$39.95 U.S.). Describes ambivalent aspects of several Canadian efforts to formulate and apply a Christian internationalism to meet the challenges of changing international and inter-racial relations.

HISTORY OF SCIENCE
Hidden Knowledge in Preclassical Antiquity, by Mott T. Greene (Johns Hopkins University Press; 112 pages; \$24.95). Discusses the value of the descriptions of natural phenomena contained in Egyptian, Greek, Iranian, and other mythologies of the pre-classical era.

LITERATURE
Behind the Great Wall: A Post-Jungian Approach to Kafkaesque Literature, by Hans-Walter Kraft (Fairleigh Dickinson University Press; 288 pages; \$42.50). Uses recent research in linguistics and other fields to revise Jung's psychology of religion; then applies that revision to an analysis of works by Franz Kafka and 36 Kafkaesque writers.

Character and Consciousness in Eighteenth-Century Comic Fiction, by Elizabeth Kraft (University of Georgia Press; 218 pages; \$35). Analyzes the relationship among consciousness, character, and narrative in Burney's *Cecilia*, Fielding's *Tom Jones*, Lennox's *Female Quixote*, Smollett's *Preceptor*, and Sterne's *Tristram Shandy*.

Critical Terrain: French and British Orientalism, by Lisa Lowe (Cornell University Press; 240 pages; \$28.95). Explores images of Chinese, Indian, Turkish and other non-European cultures in British and French literary and critical writings from the 18th century to the present.

Early Writings of Gustave Flaubert, translated by Robert Berry Griffin (University of Nebraska Press; 275 pages; \$30). Includes previously untranslated juvenilia by the French writer.

Essays: Conrad, Mual, and Pirandello, by Thomas Harrison (Johns Hopkins University Press; 224 pages; \$35.95). Uses the term "essayism" to describe how the writers Joseph Conrad, Robert Mual, and Luigi Pirandello, dealt with the absence of a solution to the question of "right living."

Eucharistic Poetry: The Search for Presence in the Writings of John Donne, Gerard Manley Hopkins, Dylan Thomas, and Geoffrey Hill, by Eleanor J. McNeen (Bucknell University Press; 248 pages; \$38.50). Draws parallels between the Anglican and Catholic doctrines of Christ's real presence in the Eucharist and representations of physical and spiritual presence in the works of four British poets.

The Fate of American Poetry, by Jonathan Holden (University of Georgia Press; 160 pages; \$28.95). Discusses the relationship between American poetry's declining status and diminished readership to the institutionalization of the modernist tradition in academic English departments.

Feminizing the Father: Psychoanalysis and Narrative Obsession in Turn-of-the-Century France, by Emily Apter (Cornell University Press; 296 pages; \$36.50). Hardcover, \$12.95 paperback. Discusses works by Maupassant, Mirbeau, Gide, Zola, and other writers in a study of fetishism as a subgenre of realist fiction.

Imagining Language in America: From the Revolution to the Civil War, by Michael P. Kramer (Princeton University Press; 241 pages; \$35). Analyzes the rhetoric of late 18th- and 19th-century writings on language.

The Importance of Chaucer, by John H. Fisher (Southern Illinois University Press; 213 pages; \$22.50). Explores the English writer's significance in Western culture; argues, among other things, that Henry V and the Lancastrian government promoted Chaucer's poems as examples of what could be accomplished in vernacular English writing.

The Incest Theme in Literature and Legend: Fundamentals of a Psychology of Literary Creation, by A. K. Braumner (University of Delaware Press; 192 pages; \$32.50). Examines Remy de Gourmont's *The Conspiracy of Byron*, and other works written by the English playwright during the early reign of James I.

Point of View in Fiction and Film: Focus on John Fowles, by Charles Garrard (Peter Lang Publishing; 142 pages; \$35.95). Discusses film adaptations of three of the contemporary English writer's novels—*The Collector*, *The Magus*, and *The French Lieutenant's Woman*.

Politics, Plagues, and Shakespeare's Theater: The Stuart Years, by Leeds Barroll (Cornell University Press; 288 pages; \$34.95). Examines Shakespeare's work during the decade after the accession of James I in 1603, a period of plague outbreaks, political turmoil, and the prolonged closing of theaters.

Power and Punishment in Scott's Novels, by Bruce Riedelwell (University of Georgia Press; 172 pages; \$30). Argues that *Scott's* *King Lear*, and other plays.

Muscle in the "Nocturnal," by Paul Davies (Peter Lang Publishing; 181 pages; \$35.95). A study of musical allusions, quotations, and forms in the German novel *The Nocturnal* (1804) by Bonaventura, the pseudonym for a writer whose identity has been the subject of much scholarly speculation.

Natural Fictions: George Chapman's Major Tragedies, by A. K. Braumner (University of Delaware Press; 192 pages; \$32.50). Examines Remy de Gourmont's *The Conspiracy of Byron*, and other works written by the English playwright during the early reign of James I.

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1992-93 EDUCATIONAL TESTING SERVICE POSTDOCTORAL FELLOWSHIP PROGRAM

William H. Angoff, Director

Educational Testing Service invites applications for the ETS Postdoctoral Fellowship Program

PROGRAM

Up to four fellows will be selected to conduct research in association with ETS staff in Princeton, New Jersey, in one of the following areas: psychology, education, psychometrics, statistics, educational, occupational, or vocational testing; educational technology; minority issues; testing issues; or policy studies. An explicit goal of the program is to increase the number of women and minority professionals in educational measurement and related fields.

DURATION

September 1, 1992, through June 30, 1993 (10 months).

GOALS OF THE PROGRAM

To provide research opportunities for recent awarders of the doctorate in the fields indicated above.

STIPEND

\$27,000 for the 10-month period. Fellows and their families will be reimbursed for relocation expenses up to \$1,500.

SELECTION

The main criterion for selection will be scholarship. Affirmative action goals will also constitute a criterion in selection.

WHO SHOULD APPLY

The program is open to any individual who holds a doctorate in a relevant discipline and provides evidence of prior research.

HOW TO APPLY

There is no special application form.

- Applicants should submit:
 - A resume of educational and job history, honors, awards, etc.
 - A detailed description of research interests and experience plus a description of the nature of the research the applicant is interested in pursuing during the fellowship year (about three pages).
 - Names, addresses, and telephone numbers of three individuals who are willing to provide recommendations for the applicant.
 - Transcripts—both undergraduate and graduate.

Applications for 1992-93 must be received by ETS on or before February 1, 1992. All applicants will be notified by April 30, 1992.

CONTACT

Direct required materials and inquiries to: Margaret B. Lamb, mail stop 30-B, Educational Testing Service, Princeton, NJ 08541-0001, telephone 609-734-1124.

1992-93 EDUCATIONAL TESTING SERVICE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) VISITING SCHOLAR PROGRAM

William H. Angoff, Director

PROGRAM

One or two scholars will be selected to conduct their own studies, using the NAEP database, with access to senior NAEP and other ETS research staff. Studies should pertain to educational policy or measurement issues having an impact on Black, Hispanic, or other minority students. An explicit goal of the program is to increase the number of women and minority professionals in educational measurement and related fields.

DURATION

September 1, 1992, through June 30, 1993 (10 months).

GOALS OF THE PROGRAM

To provide research opportunities for scholars in the fields indicated above.

STIPEND

Stipend is set in relation to the scholar's compensation at the home institution. Scholars and their families will be reimbursed for relocation expenses up to \$1,500.

SELECTION

The main criterion for selection will be scholarship. Affirmative action goals will also constitute a criterion in selection.

WHO SHOULD APPLY

The program is open to any individual who holds a doctorate in a relevant discipline and provides evidence of interest and prior research pertaining to the education of minorities.

HOW TO APPLY

There is no special application form.

- Applicants should submit:
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Applications for 1992-93 must be received by ETS on or before February 1, 1992. All applicants will be notified by April 30, 1992.

CONTACT

Direct required materials and inquiries to: Margaret B. Lamb, mail stop 30-B, Educational Testing Service, Princeton, NJ 08541-0001, telephone 609-734-1124.

UNIT FOR CRITICISM AND INTERPRETIVE THEORY

University of Illinois
at Urbana-Champaign

FELLOWSHIP

PROGRAM

The Unit for Criticism and Interpretive Theory of the University of Illinois at Urbana-Champaign announces a postdoctoral fellowship program. The program is open to applicants who hold a doctorate in any area of the humanities or social sciences and whose research includes an important theoretical component.

The Unit for Criticism promotes the study of interpretive theory by faculty and graduate students in participating departments in the humanities and social sciences. Fellows will teach one course each semester and will also participate in roundtable activities of the Unit such as its faculty criticism seminar and colloquium series.

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For further information, call 217-333-2581 or write: Unit for Criticism and Interpretive Theory, University of Illinois, 608 South Wright Street, Urbana, Illinois 61801.

NEW SCHOLARLY BOOKS

Continued From Preceding Page

Walter Scott's novels had a significant impact on the national debate over race and punishment during his lifetime (1771-1832).

The Proustian Fabric: Association of Memory, by Christie McDonald (University of Nebraska Press; 247 pages; \$15.95). Explores layers of association in Proust's *Remembrance of Things Past*, with particular attention to the variant texts of different editions.

The Quest for the Reality of Life: Dostoevsky's Spiritual and Ethical Pilgrimage, by Miyoko Takeda (Peter Lang Publishing; 138 pages; \$35.95). Describes the stages in Theodore Dreiser's spiritual development through analyses of the novel *The "Tentative" The Bulwark*, and his *Spirit*.

Russian-Jewish Literature and Identity: Botkin, Babel, Grossman, Galich, Zinzer, Markish, by Alice Stone Nakhovsky (Johns Hopkins University Press; 240 pages; \$36.50). Explores changing perspectives on Russian-Jewish identity in the work of six 20th-century writers.

Sexual Suspects: Eighteenth-Century Novels and Sexual Identity, by Kristin Struhs (Princeton University Press; 232 pages; \$35.00). Explores the use of biographies, theatrical history, and other texts to examine attitudes toward the sexuality of actors and actresses during the period.

Shakespearean Performance as Ideology, by H. R. Coursen (University of Delaware Press; 280 pages; \$39.50). Defends the notion that Shakespearean meaning is to be found primarily in the performance of the plays.

Shelley Foster: Novelist and Historian, by Robert L. Phillips, Jr. (University Press of Mississippi; 261 pages; \$32.50). A critical analysis of the contemporary American writer's novels and Civil War fiction.

Sodomy and Interpretation: Matthew W. Hilton, by Gregory W. Brebeck (Cornell University Press; 256 pages; \$28.00). A study of the contemporary American writer's novels and Civil War fiction.

Something and Nothingness: The Poems of John Updike and John Fowles, by John Neary (Southern Illinois University Press; 246 pages; \$24.95). Draws parallels between the two contemporary writers' interests in existentialism and the theoretical concepts of *via negativa* and *via affirmativa*.

The "Synthesis" Novel in Latin America: Study of Jose Guimaraes Rosa's "Quilombo: Veredas", by Eduardo de Faria Coutinho (University of North Carolina Press; 186 pages; \$25). Focuses on the Brazilian writer's 1956 novel in a study of the fusion of opposing elements in contemporary Latin American fiction.

MATHEMATICS
Combinatorics of Train Tracks, by R.C. Penner with J. L. Harer (Princeton University Press; 216 pages; \$49.50). A study of the combinatorial structure of measured geodesic laminations in a fixed surface.

MUSIC
A History of Norwegian Music, by Nils Grinde, translated by William H. Hansen and Leland B. Sateren (University of Nebraska Press; 418 pages; \$40). Covers the period from antiquity to the present.

The Monophonic Songs in the "Roman de Renart", by Samuel N. Rosenberg and Hans Tischler (University of Nebraska Press; 172 pages; \$30). A study of the monophonic songs collected in an early 14th-century satirical allegory by the French writer Gervais du Bus.

Retracing a Winter's Journey: Schubert's "Winterreise", by Susan Youens (Cornell University Press; 320 pages; \$45.00). A study of the 1827 song cycle set to poems by Wilhelm Müller.

PHILOSOPHY
The Interpretive Turn: Philosophy, Poetics, and Culture, edited by David R. Held, James P. Bohman, and Richard Shusterman (Cornell University Press; 311 pages; \$39.95). A study of the interpretive turn in philosophy, poetics, and culture.

POLITICAL SCIENCE
Building the Politics of Defense in the Reagan Era, by Daniel Wirts (Cornell University Press; 280 pages; \$31.50). Examines the relationship between defense and defense policy during the Reagan Administration; focuses on the Strategic

Scholarship

Defense Initiative, nuclear-freeze proposals, and Congressional efforts to reform Pentagon procurement practices.

The Deterioration of the Mexican Presidency: The Years of Luis Echeverria, by Samuel Schmidt, edited and translated by Don A. Cochran (University of Arizona Press; 222 pages; \$37.50). Links current political problems in Mexico to the decline of presidential power after the 1970 election of Mr. Echeverria.

The Ennobling of Democracy: The Challenge of the Postmodern Age, by Thomas L. Pangle (Johns Hopkins University Press; 288 pages; \$25.95). Focuses on the theories of Lyotard, Rorty, and Vattimo in a study of the implications of postmodernism for democratic life and thought.

God's Warriors: The Christian Right in Twentieth-Century America, by Clyde Wilcox (Johns Hopkins University Press; 272 pages; \$34). Discusses factors that hindered the political potential of the new defunct Moral Majority and other segments of the Christian right that appear to be currently in decline.

Indivisible Exclusion: Conventional War and Nuclear Risk, by Barry R. Posen (Cornell University Press; 304 pages; \$36.50). Identifies factors that might lead to "inadvertent" nuclear escalation in future conflicts between nations armed with both conventional and nuclear weapons.

The President as Interpreter-in-Chief, by Mary E. Stuckey (Chatham House; 182 pages; \$14.95). Traces the evolution of Presidential rhetoric from Franklin Roosevelt through the first two years of the Bush Administration.

Reluctant Partners: Implementing Federal Policy, by Robert P. Stoker (University of Pittsburgh Press; 232 pages; \$39.95). Explores problems of implementation and coordination between federal agencies and the state and local governments, advocacy groups, and commercial organizations charged with carrying out federal policy; includes case studies of the national school-lunch program and federal nuclear-waste-disposal policy.

Ricoeurian Politics, by Murray Milgate and Shimon C. Shimon (Princeton University Press; 176 pages; \$32.50). Describes the political contributions of the English economist David Ricardo (1772-1823).

The Tet Offensive: Intelligence Failure in War, by James J. Wirtz (Cornell University Press; 336 pages; \$34.95). Argues that incorrect perceptions of North Vietnamese behavior caused the American failure to anticipate the 1968 Tet Offensive.

PSYCHOLOGY
Women's Madness: Misogyny or Mental Illness? by Jane M. Ussher (University of Massachusetts Press; 352 pages; \$47.50). A feminist analysis of the nature and causes of depression among women.

RELIGION
God Without Being: Harsanyi, Jean-Luc Marion, translated by Thomas A. Carlson (University of Chicago Press; 258 pages; \$32). Develops a concept of God as free from all categories of being.

Lexis Laiden: Wordplay and the Book of

Moah, by Anthony J. Petros (Peter Lang Publishing; 166 pages; \$36.95). Discusses puns and other forms of word play in the Old Testament book.

SOCIOLOGY

Heavy Metals: A Cultural Sociology, by Doern Weinstock (Lexington Books; 331 pages; \$24.95). A sociological study of heavy-metal music and its accompanying subculture.

Identifying Crime Correlates in a Developing Society: A Study of Socio-Economic and Socio-Demographic Contributions to Crime in Jamaica, 1980-1984, by Hyacinthe Ellis (Peter Lang Publishing; 289 pages; \$49.95).

Turtle Bogus: Afro-Caribbean Life and Culture in a Costa Rican Village, by Harry G. Lefever (Susquehanna University Press; 236 pages; \$39.50). An ethnographic study of Afro-Caribbean settlers in Tortuguero, a small village in north-eastern Costa Rica.

THEATER
Chilean Theater, 1973-1985: Marginality, Power, Selfhood, by Catherine M. Boyle (Fairleigh Dickinson University Press; 224 pages; \$36.50). Explores prominent themes in Chilean theater since the right-wing coup of 1973.

Erwin Piscator and the American Theater, by Gerhard F. Probst (Peter Lang Publishing; 211 pages; \$45.95). Discusses the theatrical legacy of the German director who founded the Dramatic Workshop at the New School for Social Research in New York.

FELLOWSHIPS

ANNOUNCEMENT OF A NEW FELLOWSHIP PROGRAM American Council of Learned Societies Fellowships in Humanities Curriculum Development

The American Council of Learned Societies (ACLS) announces the availability of fellowships in the humanities for college faculty with a particular commitment to teaching. These awards have as their purpose the support of college faculty who wish to participate in a curriculum development project with ACLS teacher-fellows from a local school district. A maximum of eight grants of \$45,000 each will be made to college faculty members each year for non-renewable one year terms beginning fall 1992 for the 1992-93 academic year.

The purpose of the ACLS Elementary & Secondary School Curriculum Development Project is to improve the teaching of the humanities in the public schools through the development of curricular materials reflecting current and emerging understandings of the humanities at the post-secondary level. This is to be done by means of the creation of a national network of public school teachers, college faculty members, and senior research scholars collaborating in seminars at selected major research universities.

Two grants for college faculty at each of four sites will be awarded for the 1992-93 academic year. Two fellows will work with public school teachers and with a senior humanist at each of the following institutions: the University of California, Los Angeles; the University of California, San Diego; Harvard University; and the University of Minnesota.

Eligibility Criteria

We are looking for committed post-secondary teacher-fellows willing to participate in the seminar on an equal footing with the public school teacher-fellows and continue after the seminar to serve as a resource to those teachers and their schools.

The Post-Secondary-Fellows will commit themselves to continuing collaboration with the schools and the ACLS network, and, in addition, to produce two documents: a report of their fellowship year and an essay, suitable for publication in an annual ACLS compilation of a scholarship from the project.

Requirements and Restrictions

- Applicants are required to be tenured and hold the Ph.D. or comparable professional qualifications.
- Applicants are required to show evidence of a special commitment to teaching.
- Applicants' homes or home institutions must be within reasonable commuting distance of the research university hosting the ACLS Seminar and its cooperating school district.
- This fellowship may not be held concurrently with any other major fellowship or grant.

Application Process

To request a complete project description and an application form please write to: Fellowships Office, American Council of Learned Societies, 228 East 45th Street, New York, NY 10017-3398.

In the administration of its fellowship and grant programs, the ACLS does not discriminate on the basis of age, color, creed, disability, gender, marital status, national origin, race, or sexual preference. Membership in any constituent society of ACLS has no bearing on eligibility.

Lead funding for this program has been provided by the Pew Charitable Trusts.

Postmarked Deadline for Completed Applications: February 29, 1992

Decisions will be announced in April, 1992.

THE UNIVERSITY OF FLORIDA PRESIDENTIAL GRADUATE RESEARCH FELLOWSHIPS

Presidential Graduate Research Fellowships are available for exceptional graduate students beginning doctoral work at the University of Florida in August, 1992. Selection criteria for the three-year fellowship includes a minimum grade point average of 3.5 (four point scale) and a GRE verbal-quantitative score of 1400 or a minimum GMAT score of 650 for business students. Stipend for the first year is \$15,000, plus an out-of-state tuition waiver. Applications are screened by the department/college and deadline for receipt of applications from the department/college is February 17, 1992.

Questions? Contact the Office of the Vice President for Research, University of Florida, 223 Grinter Hall, Gainesville, Florida 32611-2037

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Studies, Indiana University
Goodbody Hall 157,
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FELLOWSHIPS, PRIZES

The Jerome Levy
Economics Institute
of Bard College

RESIDENT RESEARCH PROGRAM

The Jerome Levy Economics Institute of Bard College is accepting applications for one-year, resident research positions to begin between June and September 1992. Applications are invited from scholars at all stages of their careers. This program is particularly appropriate for individuals planning sabbatical or other leave from their home institution.

The purpose of the Institute is to encourage and support economic research which will lead to more effective public policy. The Institute is nonpartisan and does not endorse any particular theoretical view or policy.

- Currently, the Institute is especially interested in research proposals in the areas of public and private investment to improve productivity and competitiveness; the prospects of growth and employment; wage, consumption and savings patterns including international comparisons; inflation and standard of living measurements and tax policies.

- Scholars will spend the year at the Institute's facility on the Bard College campus and devote full time to their research. They will be provided with extensive support including computer hardware and software, access to library resources, and secretarial services. Stipends are competitive.

- Applicants must possess a Ph.D. degree, solid research credentials, and the proven ability to identify and address important public-policy issues of their research.

Applicants should send a letter of application, detailed research proposal, curriculum vitae, three references and sample papers to:

Professor Dimitri Papadimitriou
Executive Director
Jerome Levy Economics Institute of Bard College
Annandale-on-Hudson, New York 12504

The John Grenzbach Awards for Outstanding Research in Philanthropy for Education

Sponsored by:

Council for Advancement and Support of Education (CASE) American Association of Fund-Raising Counsel Trust for Philanthropy (TRUST)

The purpose of the Grenzbach awards is to encourage and disseminate research on philanthropy for education.

Outstanding Doctoral Dissertation Award. \$2,000 stipend for author. Travel and lodging for author and sponsoring faculty member to CASE Annual Assembly in Atlanta for award presentation. Dissertations accepted by sponsoring institutions during academic year 1990-91 are eligible for nominations. Nomination packets should include letter from a faculty member outlining the student's contribution to the field; the student's vita; five copies of an abstract; and one full copy of the dissertation.

Outstanding Published Scholarship Award. \$2,000 stipend for author. Travel and lodging for author to the CASE Annual Assembly in Atlanta for award presentation. Articles, monographs, and books published during academic year 1990-91 are eligible for submission. Submission packets should include five copies of the published scholarship and author's vita.

Deadline: February 28, 1992

For more information contact: Judy Diane Grece, CASE, 11 Dupont Circle, Suite 400 Washington, DC 20036. (202) 328-5945.

Teaching Fellowship: University of California, Santa Barbara Women's Studies Program • Women's Studies Dissertation Scholars

The Women's Studies Program at the University of California, Santa Barbara invites applications for a dissertation fellowship in Women's Studies for the academic year, 1992-1993. Candidates must be advanced to candidacy and expect completion of dissertation during term of residence. Women's Studies Dissertation scholars will teach one undergraduate course and present on colloquium.

The Women's Studies Program has a multidisciplinary, multicultural curriculum and faculty. Applicants from any of the humanities or social sciences should demonstrate strong research and teaching interests in race, class, gender and cultural difference. Applications from racial, ethnic and other women candidates are strongly encouraged. The duration of the award is nine months, with the fellowship grant approximately \$16,000. Scholars are required to be in residence during the entire fellowship period. To apply, send curriculum vitae, a brief description of dissertation project, a writing sample (approx. 25 pages), and three letters of reference to Professor Patricia Gline Cohen, Chair, Women's Studies Program, University of California, Santa Barbara, CA 93106 by March 1, 1992. An Equal Opportunity/Affirmative Action Employer. Proctorius citizenship or eligibility for U.S. employment will be required prior to employment (Immigration Reform and Control Act of 1986).

Personal & Professional

The University of California at Berkeley has changed the names of two academic departments to show more sensitivity toward blacks and Asians.

The renamed units are the department of African American studies, formerly the Afro-American studies department, and the department of East Asian languages, formerly the department of Oriental languages.

University officials say the name changes reflect department leaders' concerns that the old names had become dated. There was concern that the term Afro-American did not reflect an African presence outside the United States and was even associated by some people with a hair style, they say. The term "Oriental" was not specific enough to describe the department of East Asian Languages and was seen by some students as a slur, they say.

From the Brown University professor who spelled out what was wrong with the American high school comes a new book prescribing ways it can be improved.

Theodore R.Sizer's book *Horace's School: Redesigning the American High School* was published last week by the Houghton Mifflin Company. It is a follow-up to Mr. Sizer's 1984 book *Horace's Compromise: The Dilemma of the American High School*. That book offered a stinging analysis of the American high school. A paperback version of it was also released last week.

In *Horace's School*, Mr. Sizer details what a better high school would be like. It would not measure students' abilities through tests but through activities that challenge them to use skills in realistic situations. Instead of memorizing the names of poets, for example, students would recite poems that have special meaning to their lives.

The new book is based on Mr. Sizer's work as chairman of the Coalition of Essential Schools, a group of 200 schools that are revamping curricula and teaching methods under a set of common objectives.

This year's winner of the Frederick W. Ness Book Award is Frederick S. Weaver, a professor of economics and history at Hampshire College.

The \$1,000 award is given by the Association of American Colleges to the author of the book judged to be the most significant contribution to liberal education published in the previous year. Mr. Weaver won the prize for *Liberal Education: Critical Essays on Professions, Pedagogy, and Structure*, published by Teachers College Press.

The award, established 10 years ago in honor of one of the association's presidents emeriti, was announced last week at the AAC's annual meeting.

A Philosophy Professor Accuses Feminist Colleagues of Being Out of Touch and 'Hostile to the Family'

Continued From Page A1

retary Lamar Alexander recently appointed her to the federal committee that oversees accrediting agencies. And several foundations have just provided her with grants so that she can take a year off from Clark to write a book about her ideas on feminist philosophy and political correctness.

Never Intended to Be an 'Activist'

For all the attention she is attracting, Ms. Sommers insists she never intended to be "an activist" but wanted only to be a teacher and researcher. She got her start studying philosophy at New York University, where she received a bachelor's degree in 1971.

While at NYU in the late 1960's, she joined feminist support groups and helped take over buildings to protest the Vietnam War. "People say I've changed," she says, "but I don't feel that I've changed. I was protesting hypocrisy, and in those days it was coming from college administrators and the United States government. And now I feel it's coming from college administrators."

During a junior year in France, Ms. Sommers says she was attracted to the ideas of such philosophers as Jacques Derrida and Michel Foucault. But on her return to New York, she says, her professors were not impressed and urged her to read A. J. Ayer's *Language, Truth and Logic*.

The book, which she calls "a manifesto of truth and clarity," had "a profound effect," Ms. Sommers says. "After I read it, I started to be skeptical of intellectual fashions."

After graduating, Ms. Sommers worked on her Ph.D., which she received from Brandeis University in 1979. Since then she's been at Clark, where she has a reputation as a popular teacher, but also as a divisive force.

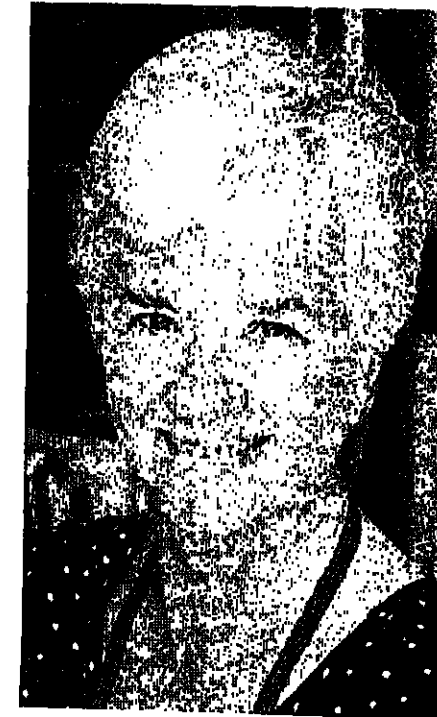
She has published articles on moral education, animal rights, ethics, and Kant.

She led a successful fight at Clark to end the university's policy of asking faculty members proposing new courses to discuss "how pluralistic (minority, women, etc.) views and concerns are explored and integrated into the course." Ms. Sommers said the question was "intrusive and offensively moralistic." While many colleagues praise her stance on that issue, many also say she seeks to polarize the campus on various issues, rather than working to resolve differences amicably.

Exploring Research on the Family

Ms. Sommers first started to examine feminist philosophy—almost by accident—when in 1986 she started to write papers on the responsibilities of adult children to their parents. She says she was interested in exploring how Kantian and utilitarian philosophers deal with family bonds.

As part of her study, she began to explore what various modern philosophers were writing about the family. When she came to feminist theory, she was stunned. "I started to run into this amazing literature by feminists, which was so relentlessly hostile to the family, revolutionary, and patronizing to most women," she says.



Sandra G. Harding of the U. of Delaware: "This has a chilling effect on young scholars when they can expect that journals will ridicule people's work."



Camille Paglia of the U. of the Arts: She is pleased that Ms. Sommers takes on "the wildly overinflated feminist reputations sitting like big fat ducks in academe."

ture by feminists, which was so relentlessly hostile to the family, revolutionary, and patronizing to most women," she says.

Ms. Sommers stresses that—despite what her critics say—she is no Phyllis Schlafly. She is a registered Democrat, favors abortion rights, and does not spend all her time with her children. "As a liberal, I say live and let live. If people want to live in revolutionary family communes, that's fine with me," Ms. Sommers says.

What bothers her, she says, is that feminist philosophers in her opinion are denying choice to women who want traditional families. As she examined feminist theory, Ms. Sommers says she was struck by how it had evolved over time away from ideas she supports.

A 'Liberal Feminist'

Ms. Sommers classifies herself as a "liberal feminist." Such feminists she says are in the philosophical tradition of John

Continued on Page A18

'SQUELCHING' THE OPPOSITION

Row Over an Unpublished Article Illustrates the Enmity in the 'Political Correctness' War

For an article that was never published, the piece that Christina Hoff Sommers wrote for *The Atlantic* is causing quite a stir.

The article, which criticized feminist philosophers as being out of touch with most women, was commissioned and written early in 1990. The magazine delayed its publication because *The Atlantic* had articles on "political correctness" that were more timely, said C. Michael Curtis, a senior editor. Now the piece is on hold because many of its ideas have since appeared elsewhere.

The controversy centers on a letter sent to the magazine in 1990 by Sandra Lee Bartky, an associate professor of philosophy at the University of Illinois at Chicago. In the letter, Ms. Bartky discussed her work on feminist philosophy and urged *The Atlantic* not to print Ms. Sommers's article.

"I can assert with confidence that

many of Professor Sommers's most provocative claims about feminist scholarship are either uninformed, or deliberately misleading," she said in the letter. "In philosophical circles, Ms. Sommers is rapidly becoming known as a right-wing ideologue."

'An Outraged Response'

Ms. Bartky went on to note that a piece Ms. Sommers wrote for *The Chronicle* (October 11, 1989) "provoked an outraged response from a number of reputable philosophers." She urged *The Atlantic* "to seek a better informed and less prejudiced writer."

Asked about the letter, Ms. Bartky first denied she had asked *The Atlantic* not to run Ms. Sommers's piece. "I did not suggest censoring her so much as allowing, in the same issue, another

Continued on Page A18

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A Philosophy Professor Riles Her Feminist Colleagues

Continued From Page A16
Stuart Mill and Mary Wollstonecraft, and today advocate equal pay for women and men, recruitment of women into fields that have traditionally been dominated by men, and stepped-up efforts to prevent such crimes as rape and wife beating.

Most feminist philosophers, Ms. Sommers says, are "gender feminists." Gender feminists, she says, want to eradicate wherever possible the differences between men and women and to abolish the traditional family. She says this comes about because they view women as a class.

'We Don't Want It'

Says Ms. Sommers: "It's almost as if you could take *The Communist Manifesto* and cross out class and put in gender."

Most women, Ms. Sommers says, want nothing to do with gender feminism. "We've heard what they are offering and we don't want it," she says. "Most women still enjoy a certain amount of male gallantry, they enjoy a male-female dynamic, certain ways of dress. Sure there are problems, but we don't want a revolution."

Even though most women reject their ideas, gender feminists have taken over women's studies departments and important positions in academic associations, she says, and are keeping out "dissident feminists" who question their thinking. "I see them as a powerful cult," Ms. Sommers says.

She says it is dangerous for universities to have departments where only certain viewpoints are tolerated. "I know they have doctrinal fiefs and they feel they have some sort of rich and complex intellectual diversity because they have Freudian feminists and eco-feminists and Marxist feminists and feminist separatists. But to me, it's just the gamut from A to B," she says.

Controversy Over an Article Illustrates Enmity of 'Political Correctness' War

Continued From Page A16
perspective. I suggested inviting one of the leading people in the field to give the other perspective," she said.

But when confronted with the fact that her letter contained no such suggestion, Ms. Bartky said it was legitimate to urge the magazine not to print Ms. Sommers' piece. "I wouldn't want a nut case who thinks there wasn't a Holocaust," Ms. Bartky said. "Editors exercise discretion. By not asking someone to write a piece, that's not censorship, that's discretion."

Ms. Sommers has written about Ms. Bartky's letter in an article that will be published later this month in *Proceedings and Addresses of the American Philosophical Association*. In her article, Ms. Sommers says: "It would appear that some of our leading feminist philosophers are as accomplished at squelching and 'silencing' uncooperative women as anyone out there in the 'heteropatriarchy.'"

Ms. Sommers's critics—many of them the people she criticizes—say the problems with her analysis become clear by looking at what she says about them.

Take, for instance, the recent clash between Ms. Sommers and Sandra G. Harding, a professor of philosophy and director of women's studies at the University of Delaware. In a November piece in *The Wall Street Journal*, Ms. Sommers wrote: "Scientists are not normally thought of as violent. In gender feminist eyes, however, man's desire to understand nature and 'penetrate' her secrets is essentially a demand for her sexual submission. As the University of Delaware's Sandra Harding, a leading feminist critic of science, explains: 'If we put it in the most blatant feminist terms used today, we'd talk about marital rape, the husband as scientist forcing nature to his wishes.'"

The quote is from a talk Ms. Harding gave about sexual metaphors in science. But Ms. Harding says that the quote refers to the metaphors used by scientists themselves—not by her—and adds that she does not believe scientists are the equivalent of rapists.

By using the quote, Ms. Harding says, Ms. Sommers "is trying to make me look sexually scandalous by implying that that is my major preoccupation."

Positive Influence Cited

The reality, Ms. Harding says, is that the feminist philosophical critique of science is gaining wider support among the public. She cites the recent push in Congress for more federal research on women's health issues as an example of the positive influence of feminist philosophers. Scholars like herself, Ms. Harding says, have been saying for years that scientific research is not "neutral" and that the public must examine who is benefiting from research policies.

Controversy Over an Article Illustrates Enmity of 'Political Correctness' War

Proceedings will also include a letter from Marilyn Friedman, a feminist philosopher from Washington University with whom Ms. Sommers has clashed in several journal articles. Ms. Friedman criticizes Ms. Sommers (without using her name) for making complaints against various feminist philosophers in public settings, rather than going through committees of the American Philosophical Association.

'The Darker Aspects'

Meanwhile, at *The Atlantic*, Mr. Curtis said Ms. Bartky's letter had not influenced the magazine's handling of the article, and said he was embarrassed that the magazine had not run the piece earlier.

Mr. Curtis said of Ms. Bartky's letter: "It seemed to confirm some of the darker aspects of Ms. Sommers' article, which pointed out the extraordinary lengths some of these women were prepared to go to shape all discussion in which they had an interest."

—SCOTT JASCHIK

Another scholar whom Ms. Sommers has attacked frequently is Susan McClary, a professor of musicology at the University of Minnesota. Ms. McClary drew Ms. Sommers's ire for describing Beethoven's "Ninth Symphony" as "one of the most horrifying moments in music, as the carefully prepared cadence is frustrated, damming up energy which finally explodes in a throttling murderous rage of a rapist incapable of attaining release."

Ms. McClary says the inference

Ms. Harding of Delaware says those fears are justified.

Ms. Sommers "is trying to demonize people," Ms. Harding says. She relates that at three places where she has been invited to speak, people have circulated copies of Ms. Sommers's writings about Ms. Harding and asked that the invitations be withdrawn. (In the end, none was.)

Ms. Harding also says of Ms. Sommers's writing: "This has a chilling effect on young scholars when they can expect that leading opinion journals will ridicule people's scholarly work."

Sandra Lee Bartky, professor of

"I started to run into this amazing literature by feminists, which was so relentlessly hostile to the family, revolutionary, and patronizing to most women."

that Ms. Sommers draws from the quote is that Ms. McClary hates Beethoven and thinks he should be viewed as a sexist. But Ms. McClary says that one quote is "grossly out of the context."

Her scholarship, Ms. McClary says, examines why musical works that are described by critics in "masculine" or "virile" terms are typically thought of as great works while works that are described in "feminine" terms as "beautiful" tend to be considered second rate.

The flap is ironic, she adds, because students in seminars she gives on Beethoven quartets think she is a "Beethoven groupie."

In a recent speech at the University of Michigan, Ms. Sommers said Ms. Jaggar of the University of Colorado opposed marriage and believed women were mistaken if they thought they were marrying for love. That is based on a statement in one of Ms. Jaggar's books: "The ideology of romantic love has now become so pervasive that the most women in contemporary capitalism probably believe that they marry for love rather than for economic support."

Ms. Jaggar says she stands by that sentence, but does not oppose all marriage or the concept of romance.

Ms. Jaggar adds that she finds it ironic to be portrayed as "anti-family" when she has been married for 25 years and has three children. She says, though, that she is uncomfortable mentioning her marital status because she does not believe marriage should be a credential for criticizing traditional family life.

'Dangerous' Conservative

Some feminist scholars who have been criticized by Ms. Sommers and several others whose work Ms. Sommers hasn't discussed asked not to be quoted by name for this story. They do have opinions about her, though. Several call her "dangerous" and say that newspapers should not print her opinion pieces or write stories on her. Others say she is in league with conservatives trying to push back the successes of the women's movement. Others question her intelligence.

Several also say they are afraid of arguing with Ms. Sommers because they do not want to be mentioned in her speeches and articles.

philosophy at the University of Illinois at Chicago, says Ms. Sommers's agenda goes far beyond criticizing prominent scholars. "She is allied with the National Association of Scholars and she shares their agenda, which is to do away with women's studies, black studies, multiculturalism, etc."

'Old-Girl Network'

In answering her critics, Ms. Sommers says she does not want her writings used by people to block invitations to speaking events. She scoffs at the notion that her writings discourage young scholars from their work, saying that the gender feminists are the establishment in higher education today, and that an "old-girl network" exists for young feminists. "These women think of themselves as victims, yet they have huge salaries, they run programs and departments," she says.

The criticism that particularly upsets Ms. Sommers are the charges that she is a right-wing ideologue and takes other scholars' quotations out of context. "Instead of making a good-faith effort to respond to my arguments, they resort to name calling," she says. "They are happy to take the praise for starting an intellectual revolution, but when I cite the positions that are revolutionary, they say I quote them out of context. If they have these positions, they should have the intellectual integrity to take responsibility for them."

"In the cozy confines of feminist workshops, their positions are even more radical."

While Ms. Sommers infuriates many feminist theorists, she also has strong supporters in academe. Daniel Bonevac, chairman of the philosophy department at the University of Texas at Austin, says: "Within the academy, a group of

thinkers has taken feminism in ways that seem to real-world feminists as bizarre. It's true these thinkers are angry with her, but that's because they rely for their legitimacy on identification with real-world feminists and Christina's blown their cover."

Camille Paglia, professor of humanities at the University of the Arts and another prominent critic of feminists, says Ms. Sommers is "defiant, incisive, and learned" and that the attacks on her by feminist theorists are typical of the way academic debate is conducted today. Ms. Paglia says she is pleased that Ms. Sommers's work takes shots at "all of the wildly over-inflated feminist reputations sitting like big fat ducks in academe."

For the next year, Ms. Sommers will devote herself to doing just that, as she works on her book. When she is done, she says, she wants to return to more traditional academic work, particularly looking at issues such as moral education in the schools. "This activism unfortunately seems to take all my time," she says.

Ms. Sommers says she is optimistic that, over time, women's studies departments will represent a broader range of views. She is pleased that Clark's women's studies department agreed to cross-list her course in feminist theory last semester, after first refusing to do so.

In the end, Ms. Sommers says she believes the changes she wants to see will come from the women just now entering academe. "Maybe a generation of women who perhaps aren't as bitter and don't have an ax to grind will bring more vitality and humor and *joie de vivre*," Ms. Sommers says, "and we'll get a whole new kind of women's studies."

International Environmental Studies

The International Pacific College of New Zealand expects to receive Governmental approval to run a Bachelor's Degree Programme in International Environmental Studies commencing in 1992.

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NEW BOOKS ON HIGHER EDUCATION

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

Academic Program Closures: A Legal Compendium, edited by Corinne A. Huppi (National Association of College and University Attorneys, One Dupont Circle, Suite 500, Washington 20036; 194 pp.; \$27.50 prepaid). Presents articles, institutional policy statements, and other texts that provide guidance for administrators and counsel involved in planning for program reductions and closures.

Active Learning: Creating Excitement in the Classroom, by Charles C. Bonwell and James A. Eison (ASITC-ERIC Higher Education Reports, George Washington University, One Dupont Circle, Suite 500, Washington 20036; 104 pp.; \$12.75 prepaid for members of the Association for the Study of Higher Education, the American Association for Higher Education, the American Educational Research Association, and the Association for Institutional Research; \$17 prepaid for non-members; make checks payable to GWSU-ERIC). Suggests modifications and alternatives to the traditional lecture format of college instruction.

Assessing College Outcomes: What State Leaders Need to Know (Education Commission of the States, 707 17th Street, Suite 2700, Denver 80202; 24 pp.; \$6 prepaid). A guide for policy makers.

Association of American University Presses Directory, 1991-1992 (Association of American University Presses, distributed by University of Chicago Press, 5801 South Ellis Avenue, Chicago 60637; 238 pp.; \$14.95). Presents information on the personnel and publishing programs of the 99 member presses of the AAUP.

International Exchange Location: A Guide to U.S. Organizations, Federal Agencies, and Congressional Committees Active in International Educational Exchange, edited by J. J. Burton (Liaison Group for International Educational Exchange, available from Institute of International Education Books, 809 United Nations Plaza, New York 10017; 183 pp.; \$25, plus \$3 for shipping).

By Sound High-Ability Students and College Champs, by Larry H. Litten (College Board Publications, Box 886, New York 10101; 87 pp.; \$10.95, plus \$2.95 for shipping).

Using the Possible Dream: The Single Parent's Guide to College Success, by Julia Riley Johnson (Baker, 1880 Smith 57th Court, Boulder, Colo. 80301; 262 pp.; \$12.95, plus \$2.50 for shipping). Focuses on the concerns of single parents who want to pursue college degrees to improve their families' economic circumstances; topics include financial aid, child care, study skills for busy parents, and overcoming anxieties about the academic experience.

My Shaping the Future, edited by Kenneth R. Manning (MIT Press, 55 Hayward Street, Cambridge, Mass. 02142; 200 pp.; \$9.95, plus \$2.50 for shipping). A collection of essays on the educational and research mission of the Massachusetts Institute of Technology.

My Notre Dame: Memories and Reflections of 25 Years, by Thomas Strick (University of Notre Dame Press, Notre Dame, Ind. 46556; 245 pp.; \$19.95, plus \$2.75 for shipping). Edition of the memoir of a current professor emeritus of American Studies at Notre Dame, who entered the university as a freshman in 1930.

New Life for the College Curriculum: Assessing Achievements and Furthering Progress in the Reform of General Education, by Jerry O. Gaff (Jossey-Bass Publishers, 350 Sansome Street, San Francisco 94104; 271 pp.; \$29.95 prepaid). Reports on a survey of chief academic officers at more than 300 colleges and universities.

Open Doors, 1990/1991: Report on International Educational Exchange, edited by Marjani Zikopoulos (Publications Service, Institute of International Education, 809 United Nations Plaza, New York 10017; 194 pp.; \$26.95, plus \$3 for shipping). Contains the results of the 1989's latest census of foreign students in the United States.

Public Tuition and State Expenditures for Higher Education, 1986-1988, by Gordon Van de Water (National Conference of State Legislatures, Book Order Department, 1560 Broadway, Suite 700, Denver 80202; 23 pp.; \$15, plus \$1.50 for shipping). Reports on changes in tuition levels relative to changes in personal disposable income, and on changes in state support for higher education as adjusted by the Higher Education Price Index.

Seattle University: A Century of Jesuit Education, by Walt Crowley (Bookstore, Seattle University, Broadway & Madison, Seattle 98122; 127 pp.; \$19.91, plus \$3 for shipping). Traces the university's history since its founding as a parish school in 1891.

Social Consciousness and Career Awareness: Emerging Link in Higher Education, by John S. Swift, Jr. (ASITC-ERIC Higher Education Reports, George Washington University, One Dupont Circle, Suite 500, Washington 20036; 104 pp.; \$12.75 prepaid for members of the Association for the Study of Higher Education, the American Association for Higher Education, the American Educational Research Association, and the Association for Institutional Research; \$17 prepaid for non-members; make checks payable to GWSU-ERIC). Argues that colleges and universities should actively promote civic responsibility and volunteerism among students.

Using Qualitative Methods in Institutional Research (New Directions for Institutional Research No. 72), edited by David M. Fetterman (Jossey-Bass Publishers, 350 Sansome Street, San Francisco 94104; 88 pp.; \$14.95 prepaid). Discusses ethnographic interviews, participant observation, and other methods of qualitative analysis.

Professor Fired After Sexual-Harassment Charge

AUSTIN
A tenured faculty member at the University of Texas at Austin has been fired after university officials determined he had sexually harassed a graduate student.

The Board of Regents of the university system voted unanimously last month to dismiss Donald M. Stadner, an associate professor of art history at the university for 14 years. The decision came after a faculty committee, after a hearing in September, determined that Mr. Stadner had committed

sexual harassment and recommended that he be dismissed.

In an interview, Mr. Stadner denied the charge and said it had been "encouraged" by a faculty member outside his department with whom he had had a long-running dispute. "Harassment promises to be the litigation of the 90's, and academics must prepare themselves for a number of false charges, many of which might involve students used as pawns in faculty politics," he said in a written statement to *The Chronicle*.

Campus officials refused to

provide details about the allegations against Mr. Stadner. According to a local newspaper report, the student who complained said Mr. Stadner had harassed her in class, and both on and off the campus from the fall of 1989 to the spring of 1991.

After the faculty panel reached its conclusion, 33 members of the Department of Art signed a letter on Mr. Stadner's behalf, saying they had never heard any suggestions that he had behaved inappropriately with students.

—KATHERINE S. MANGAN

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The Department of Energy is opening two new high-performance-computing research centers this month—one at Los Alamos National Laboratory and the other at Oak Ridge National Laboratory. Both centers will use prototypes of supercomputers to be installed in working increments over the next 12 to 15 months.

Researchers at the centers plan to experiment with applications of new computer systems to scientific, environmental, and economic problems. As initial projects, the Oak Ridge center will tackle the problems of modeling the movement of pollution in groundwater, while the Los Alamos facility will concentrate on global climate modeling.

Students from seven higher-education institutions—Rice, Texas A&M, and Vanderbilt Universities; the Universities of South Carolina, Tennessee at Knoxville, and Wyoming; and the State University of New York at Stony Brook—will work on research projects with the Oak Ridge center.

Lafayette College students who want to communicate with the president use the campus computer network and leave a message on the presidential bulletin board.

Students can comment on campus issues, register complaints, and bring any matter to the administration's attention. Typical messages concern the condition of the residence halls, the cost of food in dining halls, and the economic impact of the new college center on student hangouts on the campus.

The president, Robert I. Rotberg, usually responds electronically to the notes in a day or two, depending on his schedule, but he also reserves the right not to comment at all.

For anthropology professors who want their students to get a feel for their field, the Smithsonian Institution is offering a series of videotaped dialogues between professionals.

The dialogues, in which one anthropologist interviews another, often shed light on the influence professors have on students' decisions to concentrate on anthropology. They also reveal anthropologists' views on methods of research and on their relationships with associates and field assistants.

The scientists are from all four sub-fields of the discipline—archaeological, cultural, linguistic, and physical anthropology—according to John Homiak, acting director of the Human Studies Film Archives, which keeps the tapes.

Currently, 27 videotapes are available. They run between one and two hours and cost \$40 each.

For more information, contact John Homiak, Human Studies Film Archives, National Museum of Natural History, Smithsonian Institution, Room E307, Washington 20560; (202) 357-3349.



Information Technology



In studying the Great Sphinx of Egypt (above), researchers have created a computerized image of the monument as it may have appeared 3,400 years ago (composite photograph at left).

By DAVID L. WILSON

ABOUT 3,400 YEARS AGO, on the Giza plateau near Cairo, Egyptians saw an enormous head protruding from the desert. When they cleared away the sand, they found a deteriorating figure with the body of a lion and the head of a man. At that point, the Egyptians began the first restoration of the Great Sphinx, which had been carved from a single rock by their ancestors nearly 1,200 years before.

Today researchers can study a computer representation of the Sphinx as it appeared after that first restoration. They can examine the electronic reproduction from any angle and in any convenient form, from a wire frame showing the monument's contours to a picture so realistic it rivals a photograph.

The computer representation also offers the first detailed "map" of the Sphinx as the monument exists today, accurate to a millimeter.

With the computerized Sphinx, "we can preserve the form of the ancient object for future generations. Hopefully, we'll be able to preserve the real thing as well," says Mark E. Lehner, an assistant professor of Egyptian archaeology at the University of Chicago's Oriental Institute, who helped develop the computer version.

Mr. Lehner gathered many of the data used to create the electronic Sphinx in 1979, taking photographs of the monument using photogrammetry, a process that can capture an object in three dimensions. He also took physical measurements of the monument, spending two years clambering about the Sphinx with a tape measure, drawing a master plan.

The data lay around for the better part of a decade until they were digitized—transformed into numbers that computers can understand and manipulate—by technicians at the Jerde Partnership Inc., an architectural firm in Venice, Cal.

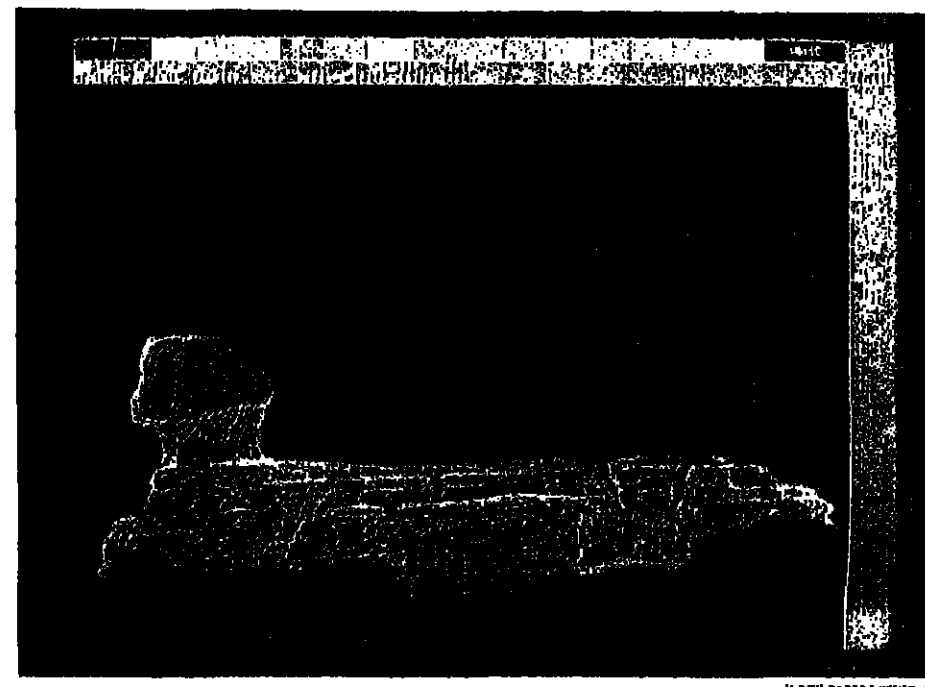
The work would have been prohibitively expensive just a few years ago, says Mr. Lehner, but advances in computer technology meant that the hardware and software for the project could be obtained for under \$15,000.

Using a desktop computer and off-the-shelf software, experts at Jerde created a contour map, technically known as a wire-frame model, of the Sphinx. Technicians developed the model by tracing over Mr. Lehner's hand-drawn maps with an instrument that can sense movement. The movements of the instrument were stored within the computer, which then reassembled the lines and displayed them on the screen.

The wire frame, which showed the Sphinx in three dimensions, could be ex-

An Electronic Restoration of the Great Sphinx

Researchers can study its image from any angle



This three-dimensional "wire framework," generated by computer, enables researchers to examine the contours of the Great Sphinx from any angle.

amined from any angle. However, it had some disadvantages.

"At that point, we had the shape of the Sphinx, but it was like a mass of spaghetti," Mr. Lehner says.

Additional software allowed technicians to put a realistic "skin" on the framework. "It was like sculpting the Sphinx again in the computer, based on our data," says Mr. Lehner.

At present the contours added to the wire-frame model are able to display changes only about every 10 inches, or 25 centimeters, but the data can generate an image with much more precision. "We're going to develop finer and finer detail," says Mr. Lehner.

Most archaeologists believe the Sphinx was carved about 2,600 B.C. "It was created like Mount Rushmore," according to Mr. Lehner. (It was commissioned by Pharaoh Khafre after he completed building the second of the three pyramids on the Giza plateau.)

Eventually, Giza and its monuments were abandoned to the shifting sands. About 1,200 years after it was originally built, the site was rebuilt by the Egyptians under Pharaoh Thutmose IV, who was, Mr. Lehner notes, "Tutankhamen's great, great grandfather."

At that time, around 1,400 B.C., the

Egyptians had conquered many neighboring peoples, and a sense of heightened nationalism led them to excavate and repair many abandoned monuments, including the Sphinx. "All states do this in times of great expansion—kings and monarchies in particular," says Mr. Lehner. "It's the equivalent of the English monarchs' building new chapels at Cambridge, or Presidential libraries, commemorating a period of power."

Under Thutmose, a casing of high-quality limestone was added to the Sphinx. The actual body of the statue is badly weathered today and, says Mr. Lehner, "it was probably badly weathered back in Pharaonic times."

THE ROCK from which the Sphinx was carved is limestone that was formed 50 million years ago as sea-water retreated northward to the Mediterranean. "The bottom layer of the Sphinx is a very hard, brittle stone that was a coral reef," says Mr. Lehner.

That layer passes through the Sphinx from a height of about nine feet in the rear, sloping to about two feet at the front paws. On top of this layer are alternating soft and hard layers that weathered badly, even in ancient times. The head is a hard layer, but it is not brittle like the coral reef below.

"It's nicely carveable, and that's why fine relief like the eyebrows and the lips, where they're not damaged, still remain after 4,600 years without being weathered away," says Mr. Lehner.

Additional casings and patchwork repairs were added to the original restoration, probably around 500 B.C. and again under the Romans, he says.

The computer model gave Mr. Lehner a

Continued on Page A23

"The Sphinx is unique, and there's so much concern about it that it's sort of a flagship for all the issues of conservation and our archaeological heritage."

LIBRARIES

- Computer project will catalogue fiction by subject headings
- Collection of volumes on life in the South under development
- Patent office offers on-line access to its main data bank
- Multimedia program aims to teach reading and writing skills
- 'Crystal Ball' locates electronic information about chemistry

The Library of Congress and the Online Computer Library Center are sponsoring a pilot project designed to add subject headings to computerized bibliographic records for works of fiction.

Linda G. Gabel, senior quality-control librarian for the OCLC and manager of the project, says that until now, library users have been unable to gain access to adult fiction by subject. Traditionally, fiction is catalogued by author, title, publisher, place and date of publication, size, and call number.

Subject access has been available for collections of stories but not for novels. "If you wanted to get a collection of Christmas stories by subject, you could get it, but if you wanted a particular book that had a Christmas setting, you could not find it," Ms. Gabel says.

Eight libraries are adding subject headings to records in OCLC's massive data base, and those additions are being transferred to the Library of Congress's data base.

Ms. Gabel says many libraries have been adding subject headings on their local electronic cataloging systems for years, but the OCLC system was not capable of this procedure until recently. "The Library of Congress has found that it is not cost-effective to do subject access for individual works," she says.

For more information, contact Linda G. Gabel, Online Computer Library Center, 6565 Prantz Road, Dublin, Ohio 43017; (614) 764-6374.

Three North Carolina university libraries have joined forces to develop a major collection of volumes on life in the South.

The two-year project, called Documenting the Contemporary South, will be built on the strong pre-World War II collections of Southern Americana at the three institutions—Duke University, North Carolina State University, and the University of North Carolina at Chapel Hill.

Says Suzanne Striedieck, associate director for technical services and collection management at North Carolina State: "What we want to do is update those collections." The project is not designed to preserve materials as much as to develop an aid to scholarship. "The idea is that you'll be able to come to one place and have a really rich, broad collection of material. Many of these materials are not unique, nor are they in danger of disappearing," she says.

The project will be built on Southern folklore, literature, and industries, she says. The additions will be in the form of microfilm, compact disks, and videodisks, as well as standard paper materials. "We'll take advantage of

any format we can get," she says.

The U.S. Education Department is supporting the project with a \$267,000 grant, which the three libraries will use to buy materials.

For more information, contact Suzanne Striedieck, North Carolina State University, Box 7111, Raleigh, N.C. 27695; (919) 515-7188; SUZANNE@LIBRARY.LIB.NCSU.EDU.

The U.S. Patent and Trademark Office is offering, on a two-year-trial basis, on-line access through selected libraries

to its main data bank in Arlington, Va. Fourteen of the office's 69 patent-depository libraries are participating in the experiment.

Electronic searches in the Patent Office in Washington cost about \$25 an hour, but searches through participating libraries will be free during the testing period.

The system offers users the full text of patents issued since 1970, current as of the most recent Tuesday. It does not include pictures. Users can search by company, type of device, or material, and develop their own data bases.

Institutions whose libraries are participating in the experiment include Arizona State, Auburn, North Carolina State, and Oregon State Universities and the Universities of Nebraska and Utah.

Information Technology

For more information, contact Gil Weidenfeld, U.S. Patent and Trademark Office, 2121 Crystal Drive, No. 906, Arlington, Va. 22202; (703) 305-8600.

North Carolina's Davidson County Community College is using a multimedia program, called the Principle of the Alphabet Literacy System (PALS), to teach basic reading and writing skills to adults.

"The PALS software itself teaches students functioning below the sixth-grade level basic reading and spelling skills," says Patricia L. Phillips, coordinator of adult basic education at Davidson.

Another component of the multi-

Information Technology

media program teaches touch typing. "Students spend half of their time on the PALS software and the other half learning how to type," she says. After they learn to type, students move into creative writing and résumé production, where they improve both reading and writing skills.

PALS integrates voice, music, still images, video, graphics, and text. Ms. Phillips says the multimedia aspect of the program makes it an effective tool for students who are functioning at the level of a second-grader or lower.

"The students who have made a good deal of progress say the computer will repeat the same thing hundreds of times until the student understands it," she says. Students say that makes learning easi-

er than it would be with a human teacher.

Davidson was one of a dozen institutions, most of them public libraries, that were given a PALS laboratory in 1990 through a project co-sponsored by the Library and Information Technology Association and the International Business Machines Corporation, which developed PALS.

For more information, contact Patricia L. Phillips, Davidson County Community College, P.O. Box 1287, Lexington, N.C. 27292; (704) 249-8186.

Students at Yale University are using the "Chemist's Crystal Ball" to locate electronic information about chemistry, in-

cluding bibliographic, database, and on-line information.

The system is designed for Apple Macintosh computers with "HyperCard" and lets students view information in the electronic form of an index card, according to its developer, Kimberly J. Parker, a geology and chemistry librarian and science bibliographer.

While the system is now being used in three libraries on the campus, she says, "I'm still calling it a prototype version, because I'm not satisfied yet with what it's doing."

With the system, says Ms. Parker, students can send or receive an electronic message, paste it into a paper, add a drawing of a chemical structure created by the machine, and search the library catalog.

"The system is intended for basic users," she says. "People who know what they're doing tend to get frustrated by the menu." She is trying to adapt the system so a chemistry professor can add or remove items from the menu.

The system was developed with support from the Apple Corporation.

For more information, contact Kimberly J. Parker, Kline Science Library, Yale University, 219 Prospect Street, New Haven, Conn. 06511; (203) 432-3439; KIMBERLY.CATSMT@YCC.YALE.EDU.

—DAVID L. WILSON

Briefly Noted

■ The Library of Congress has issued an update to the "USMARC

Format for Holdings Data" with changes and additions recommended in the last two years by the Machine-Readable Bibliographic Information Committee. The format includes codes to accommodate non-serial holdings. "Update No. 1" is available for \$20 from the Library of Congress, Cataloging Distribution Service, Washington 20541-5017; (202) 707-6100.

■ Electronic Information Systems in Sci-Tech Libraries, a collection of articles on library networks and data bases edited by Cynthia Steinke, director of the Institute of Technology Libraries at the University of Minnesota, is available for \$22.95 from Haworth Press, 10 Alice Street, Binghamton, N.Y. 13904-1580; (800) 342-9678 or (607) 722-1449.

Computerized 'Map' of Great Sphinx Aids Researchers

Continued From Page A21
unique opportunity to develop a three-dimensional representation of what the Sphinx might have looked like after it was restored by Thutmose. Mr. Lehner gave the computerized rendering of the face of the Sphinx's original patron, Pharaoh Khafre, whose visage he took from a known statue of the monarch, digitized, and knitted into the existing features of the Sphinx on the computer.

Fragments of the Beard

Scholars have known for years that the Sphinx originally had a beard, but only fragments of it remain. Mr. Lehner says he was able to add the beard to the simulation after studying the fragments. "It was quite easy to extrapolate the rough shape, length, and even the braiding of the beard," he says.

Fragments of a statue were found with the beard fragments, and some ancient records suggest that a statue of a pharaoh stood between the paws of the Sphinx, says Mr. Lehner, who added such a figure to the simulation by digitizing a statue of Ramses II. The original statue was probably a striding figure of Amenhotep II, the father of Thutmose, he says.

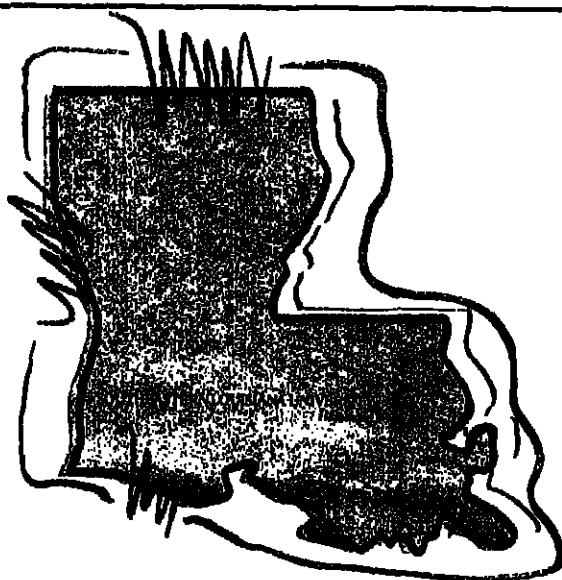
Although Mr. Lehner's recreation of the Sphinx as it might have appeared some 3,000 years ago has attracted attention, he says, "the most significant aspect of this project is the model of the Sphinx as it is today."

New advances in computing have made it even easier to produce computer models. "We're computer modeling the entire Giza plateau at the Oriental Institute computer laboratory," he says.

Using the computer model, Mr. Lehner says, conservationists can study the probable effects of erosion on the Sphinx over decades, and can experiment with different preservation techniques.

"The Sphinx is unique, and there's so much concern about it that it's sort of a flagship for all the issues of conservation and our archaeological heritage," he says. "Our studies of how best to preserve the Sphinx may have a lot to teach about conserving valuable works of art and monuments that can never be replaced."

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making experience. So they can start becoming better nursing professionals.

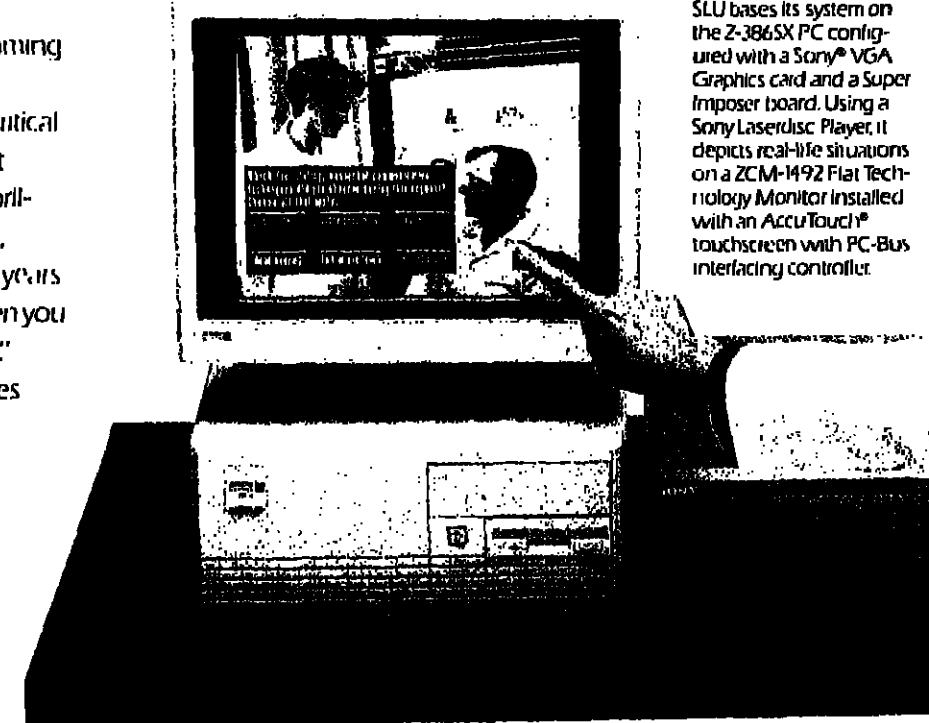
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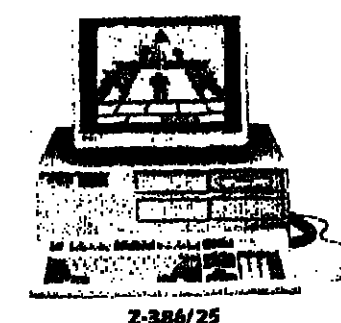
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SLU bases its system on the Z-386SX PC configured with a Sony® VGA Graphics Card and a Super Imposer board. Using a Sony Laserdisc Player, it depicts real-life situations on a ZCM-H92 Flat Technology Monitor installed with an AccuTouch® touchscreen with PC-Bus interfacing controller.



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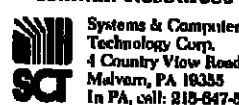
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THE CHRONICLE OF HIGHER EDUCATION

Section 2

January 15, 1992

OPINION

The Origins
of PC

Many lessons of history
show how disastrous
'politically correct' ideas can be



Architecture: Washington
University's daring design B6



End Papers: Modernist
painting in Chicago B72

Mélange
B4Letters
to the Editor
B3-5Bulletin Board
B8-71

By John M. Ellis
BOTH SIDES in the current debate
about "political correctness" as-
sume that modern theory—whether
political, social, or literary—has produced
the ideas that are the focus of the present
controversies: cultural relativism, hostility
toward racism and sexism in Western soci-
ety, suspicion that classic books provide
elitist rationales for controlling women and
the lower classes, and an emphasis on
power relationships. But these ideas are
not new, and theory is not their source.
From the earliest times, inhabitants of
Western society have been prone to recur-
ring fits of politically correct—but quintes-
sentially Western—self-doubt.

In the first century A.D. the Roman his-
torian Tacitus wrote an idyllic account of
the Germanic peoples. Compared to civi-

lized Romans they were barbarians, part of
the third world of their day. Yet to Tacitus
they were remarkable people—so instinc-
tively democratic that their kings ruled
only through persuasion and their generals
commanded by example rather than rank.
They had no greedy financiers, and they
valued the opinions of women. But when
Tacitus says that no one in Germany finds
vice amusing and that Germans are not
corrupted by the excitements of banquets
and public spectacles, we become suspi-
cious. What was really on his mind was the
corruption and decadence of imperial
Rome, not the virtue of Germans.

The situation is familiar: A sophisticated
man of letters, disillusioned by the flaws,
inconsistencies, and retrogressions of a
great civilization, deludes himself into
thinking that primitive innocence exists

among people who have remained un-
touched by that civilization. He sees his
own culture not as an improvement on
brutish natural behavior but as a departure
from natural goodness. This recurring
Western fantasy runs from Tacitus's ideal-
ized Germans to Margaret Mead's senti-
mentalized Samoans and finally to the
more general form prevailing today. Not-
able episodes along the way include Rous-
seau's adulation of the Noble Savage, the
German Romantics, and Marx's imagined
society whose state will wither away, pre-
sumably when natural goodness can sub-
stitute for law.

History has been brutal to these illu-
sions. Tacitus did not live to see his noble
Germans run amok in the centuries that
followed: The victims of the reign of terror
Continued on Following Page

History Shows How Disastrous 'Politically Correct' Ideas Can Be

Continued From Preceding Page
that gave us the word "vandalism" saw little "natural goodness" in the Vandals of the fourth and fifth centuries; nor did those who encountered the Goths and the Vikings find much to admire. Rousseau died too soon to witness the Terror of the French Revolution, and Marx was comfortably buried long before the world saw his proletarian leaders become too fond of the states that they ran to let them wither away.

TODAY'S political correctness bears more than a broad-brush similarity to these thinkers' recurring fantasies, however. For example, the idea that "deconstructing" the Western canon reveals how elites use their power to control the lower classes sounds as if it comes straight from Foucault, Derrida, and Gramsci. But Rousseau said as much more than 200 years ago: "Princes always view with pleasure the spread among their subjects of a taste for the arts. . . . The sciences, letters and arts . . . cover with garlands of flowers the iron chains that bind them, stifle in them the feeling of that original liberty for which they seemed to have been born, make them love their slavery, and turn them into what is called civilized people." Here are all the essential elements of the avant-garde idea of our daring modern theorists: The sciences and the arts are really all about social control.

But, unlike Rousseau, we know what happened next in history. The free expression of ideas by creative writers and philosophers of the Enlightenment proved highly dangerous to princes, who correctly saw these ideas as subversive and censored them. Rousseau's idea turned out to be foolish in his time, and it surely is just as foolish in ours. Modern princes, whether they rule in Baghdad or Havana, obviously think so too, judging by their practice of censorship. Rousseau did not need modern literary theory to reach his view; nor did he "deconstruct" the canon to reveal a "repressed politics." He just invented a crude, unrealistic conspiracy theory—which is what it remains, even in its chic modern formulation.

Another old "new" idea is the fashionable theory of cultural relativism. By the

late 18th century, some European cultures were much more advanced than others. The cultural dominance (or should I say "hegemony") of France was much resented in Germany, where some began to question the right of those French cultural imperialists to judge Germany as culturally backward. The critic and philosopher Johann Gottfried Herder invented multicultural theory and cultural relativism when he proclaimed that cultures can only be judged by their own unique standards. No culture is better than another, he said; they are just different, and we should celebrate the differences. Herder proceeded, however, to disparage high culture as artificial and praised the low culture of the German Volk as genuine, thus breaking the cultural truce that relativism was supposed to offer. Modern multiculturalists follow Herder, first asking us to celebrate difference and then denouncing Western culture as elitist.

The advantage of locating an idea in its historical birthplace is that we can see how it fared. The fate of Germany's cultural

relativism is sadly mistaken: The lesson of history is that they are more likely to unleash dangerous forces of the extreme right.

The collection of fairy tales gathered by the brothers Grimm showed the unreality of the second part of Herder's theory, that the German folk culture was to be preferred to any high culture. The Grimms set out to document the natural eloquence of the German Volk by collecting tales verbatim from untutored peasants. But the Grimms' sentimental preconceptions must have clashed with what they found in the real world. We now know that their sources were almost exclusively middle-class friends or simply books—even French books—and that they rewrote everything to create an illusion of folk narration. The familiar desire to be politically correct had led the brothers to lie.

We cannot blame Tacitus for not anticipating the Vandals and Goths, nor Rousseau for not foreseeing Robespierre, nor Herder and the Grimms for not seeing

"Anyone who thinks that cultural relativism and the celebration of ethnicity must lead to egalitarianism is sadly mistaken: The lesson of history is that they are more likely to unleash dangerous forces of the extreme right."

relativism was partly amusing and partly tragic. Almost immediately after Herder developed his theory, Germany began to produce a series of cultural giants: the composers Mozart, Haydn, Beethoven, and Schubert; the philosophers Kant, Hegel, and Schopenhauer; the writers Goethe, Schiller, Kleist, and Hölderlin; and many others.

AS THE GERMANS began to dominate European culture, cultural relativism seemed less attractive to them. But the celebration of the German Volk sowed the seeds of a virulent and persistent German nationalism that was to become part of the Nazi ideology. Anyone who thinks that cultural relativism and the celebration of ethnicity must lead to egalitarianism is sadly mistaken.

where celebrating the ethnicity of the German Volk would lead. However, we can ask that people who want to take us through the fantasy yet one more time first confront the lessons of history that show how disastrous "politically correct" ideas have proved to be.

Moreover, modern communications give us a much greater knowledge of our world than Tacitus or Rousseau had of theirs. There is no excuse now for ignoring the violent ethnic, religious, and political clashes of the non-Western third world or for sentimentalizing the often appalling treatment of women there. Nowadays, it takes an extraordinary act of self-deception to avoid seeing that it is the developed countries that are slowly leading the world away from racism and male dominance. In seeking an end to racism and sexism, we automatically ally ourselves with certain Western values.

Although proponents of ideas considered to be politically correct claim that they are grounded in "theory," these ideas cannot survive theoretical, that is, analytical, scrutiny. Take the showpiece argument, which is evidently considered one of great sophistication, that language conceals hidden power relations between men and women or between different classes and ethnic groups. Thus the apparent subject of a piece of language is set aside and its underlying real subject is said to be power and dominance.

But any parent of a rebellious teen-ager knows this argument too well to find it novel or sophisticated. Teen-agers, too, are apt to reduce any topic of discussion to one of parental control and power. A parent, trying vainly to insist that issues such as safety and responsibility are just as relevant, if not more so, easily recognizes a primitive method of argument that reduces a complex state of affairs to a single factor. The argument remains primitive, whether used by Foucault or a 15-year-old.

An additional theoretical flaw is the obvious contradiction that exists between

ideas such as cultural relativism, on the one hand, and the denunciation of sexism and racism on the other. The former stance denies that norms transcend particular cultures, while the latter asserts that certain norms should override cultural differences. Real theorists would not grab any argument that happens to suit them at the moment and then ignore the overall consistency, or inconsistency, of their position.

WHAT TROUBLES ME MOST about the self-styled theorists identified with political correctness is their very un-theoretical habit of evading the arguments of their critics. Sometimes, they hide: For example, as deconstruction has become more difficult to defend, many of the leading deconstructionists seem to be edging quietly toward the door, ignoring their obligation to their students and to other scholars to deal forthrightly with criticism. That is not the way of the theorist.

Most often, those under attack dismiss counter-arguments by labeling those who make them as conservative or hostile to the progress of women and members of minority groups. But this approach degrades the critic without addressing the criticism; until now the *ad hominem* argument has not been considered serious academic analysis.

A more radical mode of avoidance has been to deny that any issues need to be discussed. Stanley Fish, professor of English at Duke University, tells us that the fuss about political correctness has been stirred up by tight-wingers from outside academe. Thus no legitimate scholarly debate even exists. We also are told that the press has created much of the problem.

That criticism of ideas such as multiculturalism or the new literary "theory" is an anti-intellectual attack on academe in general—again, presumably from the outside. Evidently, J. Edgar Hoover and Richard Nixon are the role models of those whose such arguments to avoid responding to critics in any substantive way. Hoover routinely met criticism by claiming that it came from outside agitators and Communists, and Nixon blamed his troubles on the press. Real theorists would want to engage, rather than to evade, the arguments of their academic colleagues and to genuinely join the debate that is now under way.

THE ROOT OF THE PROBLEM is the mind-set of an academic social activist is not that of a theorist. Theoretical analysis follows where the argument leads, but activism determines where the argument must go and what only support for that predetermined direction. Theorists are intrigued by the structure of arguments, while activists only want to win them. Activists see their opponents as immoral people from whom nothing can be learned, but theorists regard intellectual opponents as useful predators who pick off weak arguments and leave the remaining ones stronger. This is why, in the hands of academic activists, ideas are phy into the absurdities that are pilloried in the national press. Activists underestimate the power of ideas to move the world; they try to impose them through political power. But the pursuit of power corrupts ideas just as it corrupts people.

John M. Ellis is a professor of German literature at the University of California at Santa Cruz. This article is adapted from a paper he presented at a meeting of the National Association of Scholars. The paper will appear in the Spring 1992 issue of *Academic Questions*.

OPINION

LETTERS TO THE EDITOR

A 'Diabolical Mind' Responds on Political Science

TO THE EDITOR:

I suppose that I should feel great (and diabolical) delight at learning what power I have exercised over the shape of political science, according to Theodore J. Lowi in his Opinion ("The Pernicious Effects of Economics on American Political Science," December 11). According to him, "public administration . . . was transformed by the work of a single, diabolical mind—that of Herbert Simon of Carnegie Mellon University."

Alas, I am afraid that I am unworthy of the praise that Professor Lowi lavishes on me. Alas also, I am not at all in sympathy with the Third American Government, whose ideology I am presumed to have created, as anyone will recognize who has read the foreword to the recent reissue of the Simon-Smithburg-Thompson textbook *Public Administration*. (In actual fact, I am an unreconstructed New Deal Democrat.)

Wherein lie Professor Lowi's errors? First, he does not understand the so-called "behavioralist" revolution that reshaped political science in the 1930's and 1940's, and its relation to the much later colonization of political science by economists. Second, he does not have the slightest clue to my own relation to the discipline of economics, to the dominant neoclassical orthodoxy in that discipline, or to public choice. In short, his essay is bad social history.

The behavioralist revolution in political science was a celebration, not a reason but of real human behavior, as earlier described in *The Federalist* and by such commentators as Tocqueville and Bryce. It aimed at replacing legalism and traditional theorizing with empirical evidence and theory based on evidence. It flowered in the Chicago School during Charles Merriam's chairmanship there (see chapter four of my recent autobiography, *Models of My Life*), a school which for several decades provided half of Professor Lowi's distinguished predecessors as presidents of the American Political Science Association. Pursuit of recent issues of the *American Political Science Review* will show that it still

represents the mainstream of the profession and has not been replaced by (though it competes vigorously with) the alien imports of game theory and public choice.

Anyone who does not know the difference between the behavioralists and the advocates of economic rationality should reread Harold Lasswell, the leading behaviorist of them all, or Charles Merriam himself or Harold Gosnell. . . .

Professor Lowi reads my *Administrative Behavior* (1947) in a most peculiar way. My book and my other writings proclaim a very limited form of human rationality (which I later christened "bounded rationality") that acknowledges the whole person: values, emotions, stupidities, ignorance, and all. Madison, Hamilton, and Jay would have had no difficulty seeing in the administrator of *Administrative Behavior* the same *homo politicus* that they described in the pages of *The Federalist*.

My book and my later research and writings on bounded rationality, far from embracing neoclassical economic orthodoxy, have been consistently proclined anathema by mainstream economists, who are only now beginning to sense that human beings are not global-utility maximizers.

In recent years, I have used the doctrine of bounded rationality—in my Nobel Address, in *Reason in Human Affairs*, and in virtually everything else I have written in political science and economics—to castigate the economists and to show them the error of their excessive adoration of an unachievable rationality and their failure to provide empirical support for their assumptions about human choice. Small thanks I get from Professor Lowi for braving the arrows of the neoclassicists, the game theorists, and the public-choice theorists. In his war against the economists, he would be wise to accept all the help he can find, especially from those who have already been engaged in the battle for over 40 years.

My most recent paper in the *American Political Science Review*, the talk I gave on receiving the association's James Madison Award,

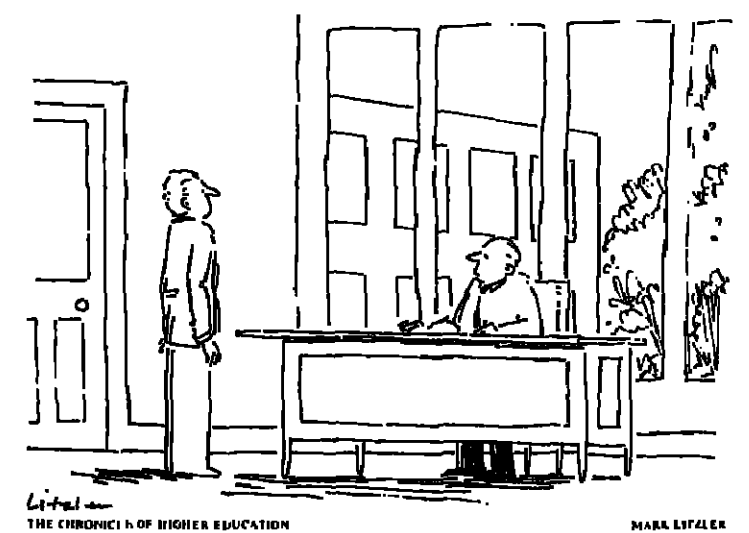
warned political scientists against the missionaries of economic rationality and public-choice theory. If Professor Lowi will read that paper, he will find in it a strong plea for studying the focus of public attention as a central variable in understanding political phenomena. In this paper, as in my books, the individual decision maker is never independent of society. In fact, *Administrative Behavior* is at pains to point out that human rationality, even bounded rationality, is possible only in a social setting.

But what of the reductionism of the decision-making approach? I hear an echo of a cry that has been raised in other sciences, e.g., "molecular biologists don't understand the whole living organism." Indeed they don't; but they have taught us an enormous amount about the processes that make the organism live and function. And they do not deny an essential complementary scientific role to cell biologists, physiologists, ethologists, ecologists, or population geneticists, who adopt a more holistic view.

Theorists of decision making don't understand the whole polity either; but they have taught us an enormous amount about the minds (and emotions) of the human characters who play roles in the political drama: voters, office holders, civil servants, lobbyists. They have told us much about how these actors think, what they know, and what they value. Without that knowledge, accounts of events at the global, holistic level become pointless (if hair-raising) dramas without plot or motives.

No one argues that all political studies should take decision making as their organizing thread. But for all that, study of decision making has been an extremely effective organizer, shaping much of the most useful work in the discipline. And for larger systems (e.g., in studying public administration), the underlying structure of decision-making processes illuminates the coherence of the whole, its functions and its malfunctions.

Has political science in fact prostituted itself to serving as the PR voice, first of the New Deal, then of the New Conservatism (a.k.a. liberal-



"The mutual fund managed by the second-year MBA students has outperformed the university's pension investments for seven quarters now, and the faculty want to switch over."

ism)? The trends that Professor Lowi discerns in American government since the Great Depression are surely there, as many others noticed long ago. But the response of political science to these trends has surely not been uncritical. . . .

I find equal difficulty in sharing Professor Lowi's despair about the present state of the discipline. It is quite true that game theorists and public-choice theorists have entered into political analysis with enthusiasm, often rediscovering truths that had long been established in the political-science literature, sometimes proposing hypotheses that assume an outrageously unlikely level of rationality. But a simple count of page allocations in the *American Political Science Review* would show that they do not enjoy the hegemony that Professor Lowi deplors. And, as the example of my own APSA article of six years ago shows, they have not gone unchallenged.

I will not label Professor Lowi a Johnny-come-lately in the struggle against the excesses of rational analysis; I will welcome him as an ally (if he is willing to join himself with the Devil). But first he must get his facts straight and the names of the players right.

HERBERT A. SIMON
Professor of Computer Science
and Psychology
Carnegie Mellon University
Pittsburgh

'Encouragement' of a scientist's appeal

TO THE EDITOR:

I am impressed by the courage displayed by *The Chronicle* in publicizing the struggles of a minority of scientists who have challenged the virus-AIDS hypothesis. In the article by Thomas J. DeLoughry, "40 Scientists Call on Colleagues to Re-Evaluate AIDS Theory" (December 4), I was correctly cited for suspecting that my university is cool about my stand against the AIDS virus, given that the University of California collects millions of dollars in overhead from the large numbers of UC scientists who conform with the virus-AIDS hypothesis.

However, *The Chronicle* was misinformed by UC Berkeley's Office of Public Information that "the institution has encouraged Mr. Duesberg to pursue his appeal" of an NIH decision against renewing my "outstanding investigator" grant. In fact, the very existence of this misinformation lends support to my view that the UC administration is biased in favor of majority views and majority dollars.

My effort to appeal the NIH decision not to renew my grant was based

on two complaints. First, at least two of the 10 persons selected by NIH to review my grant on oncogenes were not neutral, due to personal and commercial conflicts of interest. One of these is an HIV researcher who had developed AZT for Burroughs-Wellcome in 1984 and is a close collaborator of NIH's Dr. Robert Gallo, the father of the virus-AIDS hypothesis. This reviewer had never worked on oncogenes. A second reviewer was compromised because she has direct family ties to Gallo . . . and is a career HIV scientist.

The second complaint involved the NIH claim that the grant was reviewed by a panel of 10 peers. This was untrue; I was told by three of these reviewers that they had never even looked at my application, and by a fourth one that he had looked at it briefly and had given only a verbal, but favorable, evaluation over the phone.

The NIH informed me that an appeal must be signed by the UC administration. But my efforts to get this signature ended last June, six months after being initiated through the proper channels, with a letter from Provost and Dean Carol T. Christ: "I am sorry to write you that, as Dean Bentley indicated to you on April 22, 1991, the University will not provide you assistance in pursuing your appeal of the NIH decision on your grant."

In my effort to clarify the contradiction between the Provost's decision and the information given to *The Chronicle* by UC's Office of Public Information, I spoke with Senior Public Information Representative Bob L. Sanders, who first tried to convince me that the meaning of "encouragement" is ambiguous, and then that "the UC press office has nothing to do with this."

PETER DUESBERG
Professor of Molecular and Cell Biology
University of California at Berkeley
Berkeley, Cal.

Holocaust revisionism: the debate continues

TO THE EDITOR:

Karen J. Winkler's survey of scholars' dilemma regarding assertions that the Holocaust never happened ("How Should Scholars Respond to Assertions That the Holocaust Never Happened?" December 11) and Scott Heller's description of Yale's "Archive of Conscience," ("Yale's 'Archive of Conscience' Provides Scholars With Videotaped Accounts From Holocaust Survivors," December 11) were instructive contributions. The massive documentary evidence based on German

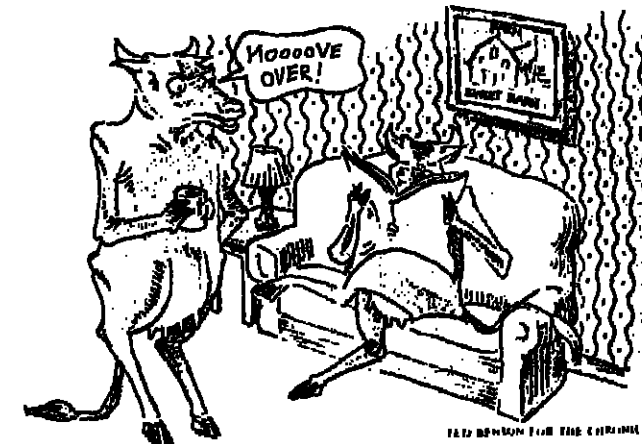
Continued on Following Page

ALARMINGLY, AFTER FIVE MINUTES
THE POOL HAD COME NO CLOSER.

THE CHRONICLE OF HIGHER EDUCATION

CHUCK BROWN

Not in Our Field



TO THE EDITOR:

I was interested to learn that old telephone books are being used as bedding for cattle at the University of Illinois ("Directory assistance for Illinois cows," December 11).

In the last paragraph of the article we learn that "the paper

is scattered over the barn floor and changed once a week, after the cows have ground it into pulp by standing and sitting on it."

Ferdinand, the bull in the children's story "The Story of Ferdinand," does, as I recall, sit among the flowers, but real-life cows

(and bulls) either stand up or lie down. They never sit down. . . .

S. ROBERT POWELL
Adjunct Instructor of Humanities
Pennsylvania State University
Worthington-Scranton Campus
Dunmore, Pa.

TO THE EDITOR:

Regarding your squib about bedding for cattle at the University of Illinois: Cows don't sit. To a city slicker it may sometimes look that way because cattle occasionally pause briefly on their haunches when they go from a lying to a standing position.

LOWELL BOUMA
Professor of Foreign Languages
Georgia Southern University
Statesboro, Ga.

TO THE EDITOR:

Having grown up on the farm, I enjoyed a moment of mirth reading your December 11 article. Cattle "sitting" about is a truly comic image evocative of "The Far Side" cartoon.

MICHAEL LIVELY
Miami, Okla.

Letters to the Editor

Continued From Preceding Page

and non-German primary sources, oral histories such as the American Jewish Committee's Holocaust Survivors Project in the 1970's... as well as the scholarly literature published in the last 30 to 35 years, provide convincing proofs and leave no doubt concerning the main aspects of one of modern history's major human tragedies.

Still, the ignorant, inept, and at times outright irresponsible attitudes toward the annihilation of millions of European Jews (and other groups considered "subhuman" by the Nazis such as Gypsies) are widespread and frightening. The causes and implications go beyond deep-seated and recently revived ethnic-racial hostilities, so correctly emphasized in Ms. Winkler's article.

The article also reveals the difficulties inherent in drawing a line between scholarship, political propaganda, and even the basic right of free speech. In this context, allow me to make three points.

1. There is the crucial responsibility of those collecting, preserving, and making public primary sources related to the persecution of Jews, sources such as photos, eyewitness accounts, memoirs, etc., from the Nazi era. All too often interviews are conducted by people inadequately trained or ignorant of history; also, tapes are transcribed by unqualified typists, whose transcripts are not proofread, so their correction is a time-consuming, if not impossible, task. Similar "technical" shortcomings abound in some itinerant or even permanent exhibitions, which intend to illustrate the horrors and background of the Holocaust. Too many errors in the spelling of names, translations of foreign texts, identities of persons and places, and geography

and chronology, however, tend to undermine the credibility of the materials on display, suggesting that grantsmanship rather than craftsmanship, propaganda rather than truthful presentation of historical facts, were foremost on the minds of hurried organizers, who either failed to invite a group of experts to the exhibition before opening it to the public at large or refused to take critical advice into account.

2. The responsibility of the media for a measure of confusion concerning the Holocaust cannot be overstated either. Under a bold headline, "Holocaust toll may be revised upward," *The Denver Post* of December 16, 1991, included the following paragraph in an AP story datelined Jerusalem:

"Originally, researchers thought most Soviet Jews were killed by Soviet [sic] firing squads known as the Nazi *Einsatzgruppen*. In the initial stages of the war, the squads lined Jews up at the edge of huge pits, killed them, then buried them in the pits."

In his classic study, *The Destruction of the European Jews* (1961), Raul Hilberg, whom Karen Winkler cites, devoted more than 30 well-documented pages to the special German anti-civilian killing squads called *Einsatzgruppen*, whose training began months before the Third Reich's attack on the Soviet Union in late June of 1941. Yet more than half a dozen phone calls to the paper failed to result in the correction of a blunder, which cast serious doubt on the reliability of the entire report...

3. The example just mentioned... shows the significance of teaching history in the United States in our own days of rampant functional illiteracy. The study of the Holocaust should not be confined to special



Vivian S. Hixson

"OK, try this one. We put two full professors on the committee to give it clout, and a new assistant professor so the work will get done."

courses on Jewish history, however important these may be. The Jewish Holocaust, and any other holocaust, e.g., in Southeast Asia, the Near East, or the Ukraine, must be an integral part of teaching about the particular country or society in the midst of which such "holocausts" occur...

If a university, as mine has done in the past two years, fails to replace retiring teachers of German, English, Spanish, and Latin American history, and may do the same in the fields of Central European and Russian history in the near future, it can hardly do justice to the Holocaust or, for that matter, American studies...

GEORGE BARANY
Professor of History
University of Denver
Denver

TO THE EDITOR:

I was very intrigued, as a teacher of the Holocaust, by the article about the place of historical revisionism on the college campus. Historical revisionism, in its purest form, is the continuing interpretation and reinterpretation of historical events. This is

most positive, since it allows us to examine history from many different perspectives. It is important that this kind of historical review be fully protected by academic freedom and not be suppressed by political, religious, or any other considerations.

Having said this, however, I would like to add my voice to those who have said that denial of the Holocaust has no place in institutions of higher learning. First, the "scholarship" of the proponents leaves much to be desired. The Institute for Historical Review, the clearinghouse for this "scholarship," is associated with the Liberty Lobby, a virulently anti-Semitic organization that sees Jewish conspiracies in most modern historical events. It is most disturbing when groups such as the Institute for Historical Review/Liberty Lobby dishonestly peddle their hate under the facade of "academic freedom."

Secondly, while those in academia must offer protection to all legitimate historical viewpoints, the important distinction must be made between interpretation and interpolation. Academic freedom must not be used as

license to rewrite history in contradiction to all extant evidence, especially by groups with an agenda of hate. The Holocaust taught us the consequences of allowing political propagandists to rewrite history in their own image. Both scholarship and academic freedom are undermined when we lend credibility to the Holocaust deniers, even in the name of "fairness."

Finally, while the Institute for Historical Review has the right under the Constitution to shout their hate from the rooftops, academic institutions have the right and responsibility to discriminate about what is taught in their institutions. We must not let the moral relativism that plagues our society blind us to the fact that the Holocaust represents radical evil, as do those who seek to deny it.

RABBI SIDNEY A. VINEBURG
Adjunct Assistant Professor
of Religious Studies
St. Norbert College
De Pere, Wis.

TO THE EDITOR:

In my opinion, those who are

MÉLANGE

The Growing Isolation of Academic History; Discovering How Scientists Really Work; Elevating Ignorance and Philistinism to a Moral Principle

CAN NOTHING THEN BE DONE to end the growing isolation of academic history? Is the present division between "professional" and "amateur" historians, between "true scholars" and "mere popularizers" to be accepted as permanent and unalterable? To do so would be to acquiesce in the irrelevance of the discipline for the community in which it once performed a vital cultural function. Hence, the task confronting historical scholarship today is to assert once again that the study of the past is more than technique or methodology, more than research or data. Historical writing requires the exercise of a form of practical judgment, an ability to assess human beings and their conduct, that cannot be reduced to a science. Thus the insights gained in business or government or law or journalism broaden and enrich historical writing. And therefore we must try to reunite life and learning.

Whether the historical profession is capable of bringing about such a reconciliation between community and scholarship remains problematical. The present condition of the discipline as an academic subject has its obvious advantages: security, status, modest affluence, and a sense of togetherness. Yet unless history emerges at last from the campus, which

has become both its protector and its jailer, it will remain isolated from the vital concerns of the society on the other side of the college wall.

—Theodore S. Hamerow, professor of history at the University of Wisconsin at Madison, in the fall 1991 issue of *Academic Questions*

AND WHAT, YOU MIGHT ASK, is a neobiologist doing writing a book about astronomy? ... While out hiking and admiring the views from ancient ruins such as Stonehenge, I stumbled on something interesting, a candidate for how the first shaman, the first priest, the first prophet—maybe even the first scientist—might have gotten started in their part-time occupations, back in the hunter-gatherer days of the Ice Age. I have come to think of ancient astronomy as the first "knowledge-based industry," that a shaman was also likely the first scientist.

Still, I might not have gotten around to writing a book were it not for how well the discoveries illustrate something about how scientists really work (in contrast to the myths that build up). When I blunder into a series of simple discoveries that many a high-school science stu-

dent could have made, I am reminded that they had remained undiscovered over all those years of visitors to such sites marveling over the architecture, nearly always asking, "What was it for?"—but advancing no further. How does such a question ever achieve a tentative answer, susceptible to the better-known scientific process of rationality and careful testing? We teach the rational part of science... but we seldom manage to get across the creative process that spans the time from the first "Isn't that interesting?" to the scientific debates in learned journals. I suspect that the scientific creative process is little different from the creative process involved in writing a novel or composing a symphony.

—William H. Calvin, professor of neurobiology at the University of Washington, in *How The Shaman Stole the Moon: In Search of Ancient Prophet-Scientists from Stonehenge to the Grand Canyon*, published by Bantam Books

WHAT IS FINALLY AT STAKE in the attack on the curriculum and canon is not only the truth of history and the viability of political union, but the grounds of human understanding as well.

... Multiculturalism's pigeonholing of authors and historical actors by race and gender is antithetical to humanist tradition. It elevates ignorance and philistinism to a moral principle. No one who has caught even a glimmer of the complexity of Plato and Milton could reduce them to coefficients of race and gender. But students have always sought tools for simplifying the past, for reducing its vastness to a manageable scale. Deconstruction was particularly appealing, because negation always seems more powerful than affirmation. Multiculturalism continues in deconstruction's tradition of negation, but cuts a wider swath. With a single slogan such as "Hey, hey, ho, ho, Western culture's got to go!"—students can dismiss an entire civilization. The effect is intoxicating. Yet it is a high that will leave us spiritually impoverished.

Our public and private language is becoming increasingly inarticulate. When our language shrinks, so does our world. The works of Western civilization offer not just the foundations of liberalism but voices of unparalleled eloquence and beauty. They challenge us to respond. By silencing them we are ultimately silencing ourselves. —Heather MacDonal, lawyer, in the January issue of *The New Criterion*

OPINION

telling the truth welcome dissent while those who are hiding something stifle it. Stifling dissent about the Holocaust seems to me both unwarranted and unreasonable. World War II was a terrible Holocaust for everyone concerned, and there is still a great deal to be told about it. So let the other side be heard; if they have anything on their side, I want to know about it. If not, at least my decision to deny their view will be a rational one.

LOUISE F. LEONARD
Associate University Librarian
University of Florida
Gainesville, Fla.

Endowment-rich schools cry wolf over finances

TO THE EDITOR:

Why is it that every time I read stories about how financially strapped institutions like Yale are, I'm reminded of how those military leaders every year constantly belly-ache to Congress and the press that "there just isn't enough money" for them in the military budget ("Yale U. Buffeted by Storm Over Its Fiscal Problems," December 4)? One of these days, I feel safe in predicting, someone is going to ask why outsize like Yale (and I don't exclude my own institution) remain tax exempt and insulated from public scrutiny.

JACK SELZER
Associate Professor of English
Pennsylvania State University
University Park, Pa.

TO THE EDITOR:

I have been struck for some time now by the peculiar insistence of those who control the purse strings of higher-education institutions that endowments are untouchable and must grow ever larger. Though this position is axiomatic among such individuals... its untenability grows in proportion to the stricken complaints of the controllers that their institutions are mired in poverty and must be surgically reduced.

Yale's current "budget crisis," chronicled in your December 4 edition, is symptomatic. The institution apparently yields a \$2.6-billion endowment. A glance back to *The Chronicle* of February 21, 1990, reveals that since June 1988 this number grew from a mere \$2,044,397,000. Donald Kagan, dean of Yale College, apparently snorts at the idea that an extra odd \$80-million from the Bass

family could possibly lead to any meaningful reduction of Yale's fiscal problems. Please don't expect to be taken seriously, Mr. Kagan. Your employer is very rich and getting richer. If you want to cut academic programs, the reason is not that you have no money.

STEPHEN ALDERSLEY
Associate Professor of English
National Technical Institute for the Deaf
Rochester Institute of Technology
Rochester, N.Y.

Men must be educated about sexual harassment

TO THE EDITOR:

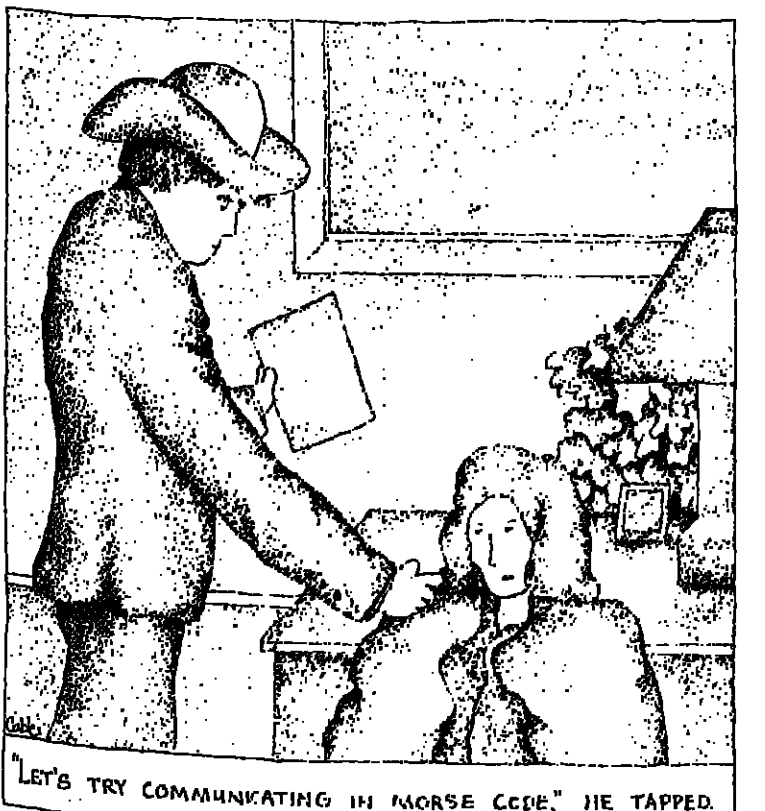
The statement "The biggest obstacle that colleges face is finding ways to encourage victims to come forward" in *The Chronicle's* front-page article about sexual harassment is frightening ("Colleges Seek New Ways to Deal With Sexual Harassment as Victims on Campuses Are Reluctant to File Complaints," December 4). Why should victims risk their personal reputations, careers, and sanity by coming forward?

Violence and statistically verifiable discrimination may justify such a cost, but not most individual incidents of sexual harassment. Women need to cope, not fight. If colleges urge women to initiate conflict instead of educating men, the battle between the sexes will cause terrible misery for us all.

To reach students, colleges must support men like Ronald Campbell (featured in "A Sure-Fire Winner Is to Tell Her You Love Her: Women Fall for It All the Time: Men Talk Frankly With Counselor to Assess Harassment and Acquaintance Rape," November 13) who help young men understand the ethical, psychological, and legal implications of their private sexual behavior.

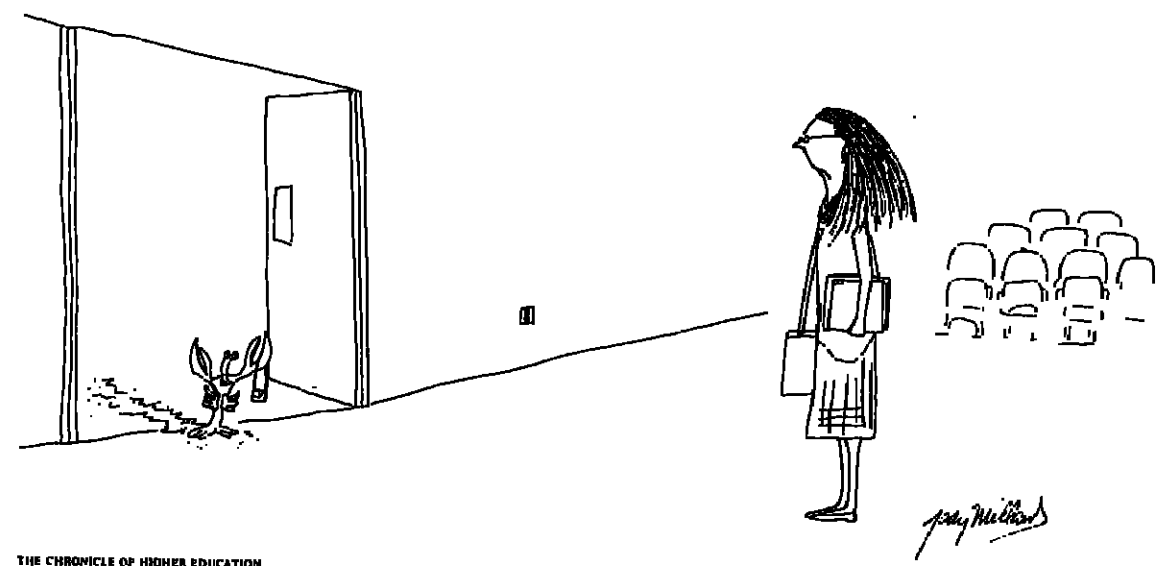
To reach faculty, the Mathematical Association of America presents skits of "micro-inequities" at national meetings. Individual micro-inequities may be relatively minor, but collectively they chip away at women like drops of water on a rock. We dramatic incidents that actually happened in our community recently using mathematicians as actors and actresses. Most skits evoke laughter that empowers women to cope and men to learn.

Hundreds of mathematicians have flocked to each performance of these



THE CHRONICLE OF HIGHER EDUCATION

FOLLOWING A SHARP DECLINE IN STUDENT APPLICANTS, THE UNIVERSITY ENROLLS ITS FIRST CRUSTACEAN



THE CHRONICLE OF HIGHER EDUCATION

entertaining skits. Many stay for discussions afterward. Participants of both sexes emerge from these discussions startled at how differently men and women perceive campus relationships between the sexes. A "Skit Kit" is available from the MAA (1529 18th Street, N.W., Washington 20036) so that others may use our skits and discussion format, but we encourage other groups to collect and dramatize their own skits.

Over two millennia ago, Aristophanes observed that when the boys throw stones at the frogs, the boys do it in fun but the frogs hurt for real. Throughout the 1970's, whenever women protested sexual harassment, we were chastised, "Can't you take a joke?" That women have finally gained enough power to make our pain noticed does not justify scapegoating a few men, when most men are simply doing as they were taught.

Until very recently, most men had not taken women's suffering seriously. Once they realize what they are doing, most men try to change their behavior. Perfection is not possible for anyone, but most people want to be ethical and kind. Universities are based upon the assumption that people can learn if taught. Let us teach!

PATRICIA CLARK KENSCHAF
Professor of Mathematics
Montclair State College
Upper Montclair, N.J.
and Chair of the Committee
on the Participation of Women
Mathematical Association of America
Washington

Scholars debate age of the Great Sphinx

TO THE EDITOR:

Frank J. Yurco (Letters to the Editor, December 11) criticized my suggestion that the Great Sphinx of Giza predates its standard attribution to the Pharaoh Khafre, circa 2500 B.C. ("Research Notes: Study suggests Sphinx is thousands of years older than believed," November 13).

Yurco raises a number of issues which may superficially sound convincing, but do not stand up to close scrutiny. Yes, the body of the Sphinx is composed of a very poor-quality limestone, and the base of the Sphinx was subjected to the highest Nile floods; flood waters are known to have flooded the bases of the Sphinx and Valley Temples and lapped around the bottoms of the paws of the Sphinx in historical times. However, these observations do not falsify

my hypothesis of an older age for the Sphinx.

If the water erosion seen on the body of the Sphinx and the walls of the Sphinx ditch was due primarily to the periodic Nile flooding, one would expect the heaviest erosion to be at the base, resulting in the undercutting of the limestone. Instead what one observes on the body of the Sphinx and along the walls of the Sphinx enclosure is that the heaviest erosion has occurred at the top of the back and neck of the Sphinx, consistent with precipitation-induced erosional features. The head is composed of harder, probably partially dolomitic limestone that was probably recarved in dynastic times. *Contra* Yurco, there is no solid evidence that the limestone of the head ever capped the rest of the Giza Plateau, and, as far as is known, the cores of the pyramids are not composed of this limestone.

If we are to explain the observed erosional features via Nile floods, as Yurco suggests, we must posit that the Sphinx was consistently flooded at least up to its neck in standing water for much of the period between its initial carving (standardly said to be circa 2500 B.C.) and the first ancient repair campaigns that attempted to restore the outlines of its badly eroded body (these initial repairs were carried out no later than circa 1400 B.C., according to the consensus of the Egyptological community).

Based on historical records, it is known that rather than being flooded, the Sphinx was buried in desert sands during much of this period. Furthermore, even if it were the case that the Sphinx was flooded up to its neck consistently during this time period, this does not explain why the limestone around the base of the Sphinx shows major discrepancies in the depth of weathering, as seen on seismic-refraction profiles. Rather than hypothesize such drastic flooding, I suggest that the body of the Sphinx was eroded by precipitation during the wet period of circa 7000 or 5000 to 3000 B.C. This, of course, means that the body of the Sphinx dates back to at least this time period.

Once one abandons the notion that the "water damage" (as Yurco calls it) seen on the Sphinx was produced primarily by gigantic floods that covered the back and reached to the neck of the Sphinx, it becomes valid to compare the weathering modes exhibited by the Sphinx to those exhibited by somewhat higher-lying tombs

cut from the identical bedrock as the Sphinx. The overall pattern one observes is predominantly well-developed, precipitation-induced erosion on the body of the Sphinx and on the walls of the Sphinx enclosure, as compared to the predominantly wind-induced erosion seen on the Old Kingdom tombs. These observations are compatible with my hypothesis that the body of the Sphinx predates Old Kingdom times and suffered an earlier and wetter climatic regime. These observations are virtually impossible to explain within the context of insisting that the Sphinx dates back no further than Old Kingdom times...

In his letter, Mr. Yurco succinctly presents the traditional story told by Egyptologists as to why and when the Great Sphinx was built by the Old Kingdom Egyptians; unfortunately this standard story does not hold up under close examination. I suggest that the Egyptological community needs to rethink its story.

ROBERT M. SCHUCH
Associate Professor of Science
College of Arts and Sciences
Boston University
Boston

Author's query: fiction and two-year colleges

TO THE EDITOR:

For a study of the two-year college in American fiction, I am trying to identify characters in any medium or genre who are students or faculty members at such institutions. I would appreciate any leads or suggestions, however fleeting the mention of a two-year college connection.

NANCY LAPAGLIA
Humanities Department
Richard J. Daley College
7300 South Pulaski Road
Chicago, Ill. 60652

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.

ARCHITECTURE

A Daring Master Plan That Has Served Washington University Exceptionally Well

By Lawrence Bemiller

A TYPICAL Beaux-Arts conceit links downtown St. Louis with Washington University's turn-of-the-century campus here on the edge of the city. The conceit, an axis now mostly obliterated, appears in old photographs as a street cutting straight through what became Forest Park. Today only the street's western end survives—as a grand, tree-lined stub delivering the forgotten axis to the foot of a little-used staircase. The stairs, in turn, lift the axis to the campus's ceremonial entrance, an arched gateway in the middle of a Tudor pile called Brookings Hall.

On the other side of the gateway, in a handsome quadrangle, something surprising happens—the imposing axis bumps up against Ridgely Hall and fractures. Its halves are forced through separate, subsidiary arches on either side of Ridgely, and each half is soon split—asymmetrically—again and yet again. The axis dissipates its momentum and its grandeur across the university's long, narrow site, jogging around 1920's stonework and 1960's concrete, cutting over rectangles of lawn, squeezing through Jacobean façades, and finally expiring, exhausted, in front of the glass doors of the gymnasium complex.

Fracturing an axis may seem unremarkable today, but it was daring at the turn of the century, when Beaux-Arts formalism had all but overwhelmed American architecture. And it was in part what won the Philadelphia firm of Cope and Stewardson the 1899 commission to design the Washington University campus. The university has managed since to stand by the spirit, if not the letter, of the plan the firm produced. The reward is a campus that en-

gages scholar and visitor alike, drawing both through a series of linked spaces, large and small, all defined by buildings dressed in soft-red Missouri granite.

Cope and Stewardson was one of six firms invited to enter a master-plan competition organized by the university's trustees after they decided to move the institution to a new site in the suburbs. The other five entrants submitted thoroughly formal designs: McKim, Mead and White's, for instance, resembles a cruciform church. Those by Cass Gilbert and by Carrère and Hastings look like plans not for a college

symmetries—within the front quadrangle, for instance—but placed other buildings seemingly at random. In doing so the plan drew on the firm's successes in adding Gothic-inspired buildings at Bryn Mawr College, the University of Pennsylvania, and Princeton University, as well as on the models of Oxford and Cambridge, which Stewardson had visited before his death in 1896. "Gothic architecture expresses aspiration, growth, development," Walter Cope told Washington University's trustees in 1899. "The Gothic is not fixed but accommodates itself to every variety of

In several cases Cope benefited from mimicking the English colleges' diversity of styles, which in the originals results from additions and changes over the course of centuries.

but for a repeat of the 1893 Chicago World's Columbian Exposition, whose gleaming white buildings had inaugurated American architecture's Beaux-Arts period.

IN CONTRAST, Cope and Stewardson's Gothic plan was asymmetrical—meaning that it would not look incomplete if it was not built all at once, as Buford Pickens and Margaretta J. Darnall point out in a 1978 book on the university's architecture. In 1899 the trustees had money for seven buildings, a respectable start; but any of the more formal plans would have looked unfinished with only seven structures. The McKim, Mead and White plan, for instance, proposed a total of more than 25 buildings, each facing its twin.

Cope and Stewardson did create minor

impulse and mood. It is one moment solemn—another playful. One moment it expresses power, ambition—another, contentment.

In his plan for the campus here, Cope effectively recalled England's medieval colleges by recreating their cramped conditions and irregular sites in just a few spots: He built the strikingly vertical Graham Chapel almost right beside a neighboring dormitory building, for instance, although the site would have allowed a generous lawn between the two. Cope's plan both preserved large, open areas and created a number of intimate spaces that have a surprisingly friendly feeling.

His building designs are similarly adept at exploiting the possibilities of scale. Seen from the bottom of the staircase it overlooks, the length and height of Brookings

make it as imposing a landmark as a college could want: in designing McMillan Hall, a women's dormitory that is just as large, Cope disguised the mass with gables, bays, and towers in such profusion that the whole seems comfortably residential.

In several cases Cope benefited from mimicking the English colleges' diversity of styles, which in the originals results from additions and changes over the course of centuries. In Brookings and Ridgely, completed within months of each other to form two sides of the front quadrangle, he contrasts a purely English Tudor style with the later, Renaissance-influenced architecture of the Jacobean era. He also copied the English colleges in assuming that no side door, no secondary tower, was too insignificant to be well designed. His buildings entertain at every turn.

From the 1920's to the early 1950's, a number of buildings were added to the campus by the firm of Jamieson and Spear. By and large, the additions retained Cope and Stewardson's stylistic vocabulary, although a pair of matching neoclassical buildings was constructed in front of Brookings. Otherwise Cope's campus plan remained intact until 1960, when an enormous new library was constructed smack in the middle of the campus.

The best thing that can be said about the library is that its above-ground portions rose only two stories, preserving the campus's skyline. But what the building could not have in height it took in footprint, spreading over a huge area. And although its architects tried to offer modernist echoes of Cope's Gothic vocabulary, the size and especially the site of the building damn it beyond redemption. The only campus feature that even begins to rival it as an eyesore is a series of fenced tennis courts that block the central lawn near the gym.

New buildings since the 1960's have brought mixed results. A 1970 law school by a Swiss architect, Dolf Schnebli, mimics Cope's courtyards and variegated rooflines in a concrete complex that has aged badly. The concrete is flaking, the window frames have dulled, and the courtyard needs desperately to be softened with greenery. New science buildings, not all of them sympathetic to their neighbors, have

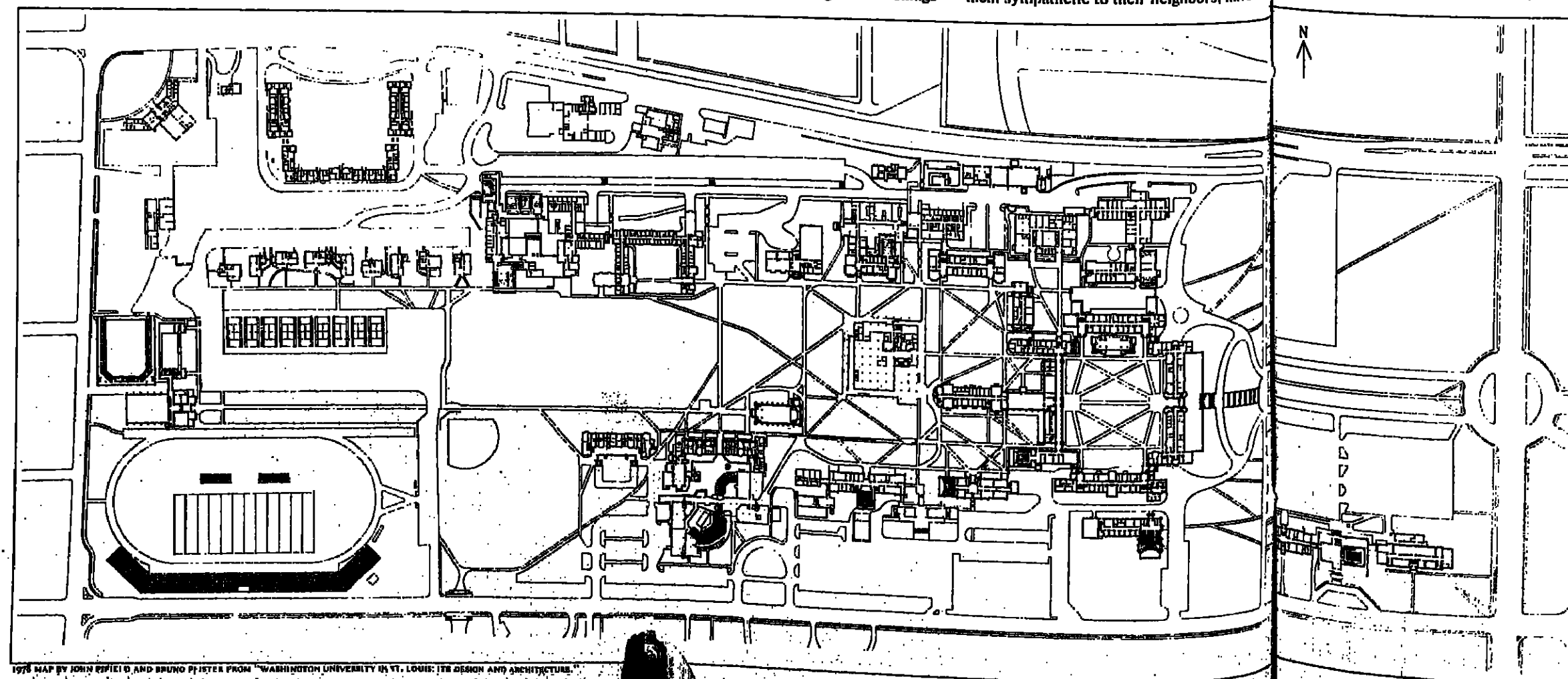
crowded the northeast corner of the campus until its quadrangles are little more than deep, shaded walkways.

MORE PLEASING is the effect of a 1985 business-school complex designed by the Boston firm of Kallmann, McKinnell, and Wood for the southern side of the campus. It is the first building to respond at all seriously to what the university's architecture dean, Constantine E. Michaelides, describes as one of the campus's most serious challenges: The side of the university most people see regularly today is not the Brookings entrance, much used in streetcar days, but the long Forsyth Boulevard façade that marks the campus's southern edge.

Cope's plan for the campus foresaw a pedestrian core onto which buildings faced. In turn, the university's northern and southern edges accumulated parking lots, loading docks, and Dumpsters, none of them attractive. The business school, however, presents Forsyth with a handsome and prominent entrance that recalls H. H. Richardson's trademark arches. The building also makes a deft transition from edge to core: On its campus front, the business school respects Cope's plan, establishing a terminus for one of his subsidiary axes and offering second and third walls to what becomes a new quadrangle.

The business-school complex also serves as a reminder that the Cope and Stewardson plan's flexibility has served the university exceptionally well. Other architects also worked in what has come to be called the "collegiate Gothic" style—Henry Ives Cobb at the University of Chicago, for instance, and James Gamble Rogers at Yale University. But on few other campuses has the intent of a single master plan been followed so long or so successfully through—as Cope put it—"every variety of impulse and mood."

Washington University has an imposing entrance through Brookings Hall (right). Beyond that, the campus plan (below) establishes an intimate scale and an eclectic character modeled on those of college buildings in England.



BILL STOVER, PAGE ONE PICTURE, FOR THE CHRONICLE

THE UNIVERSITY OF AUCKLAND



New Zealand

A Chair in Information Technology
(Vacancy UAC.80)A Chair in Financial Management
(Vacancy UAC.102)A Chair in International Studies in Commerce
(Vacancy UAC.103)

TAMAKI CAMPUS

To cater for the increasing demand for university places in Auckland, the University is developing a new campus at Tamaki on a site 12 km from the Main Campus, close to Auckland's city center. Teaching commenced in 1991 with a stream of Bachelor of Commerce students and it is intended to start arts and science teaching in 1992. Ultimately Tamaki Campus will offer research and teaching programs in a wide range of Arts, Commerce, Science and Technology and will provide places for approximately 7,000 students.

The Chair in Financial Management and the Chair in Information Technology will be in the Commerce Division, while the Chair in International Studies will be in the International Studies Division. The University is seeking candidates who could develop strong programs in Commerce and Science. Applicants should have backgrounds in Computer Science, Information Systems, Engineering, or an appropriate branch of Mathematics, provided that they have a research and teaching background relevant to the position. Those with expertise in Communications and Networking are particularly encouraged to apply.

The University wishes to appoint candidates who are not only academically strong in their own fields but are also interested in developing a new institution and giving it a distinctive character within the University of Auckland system.

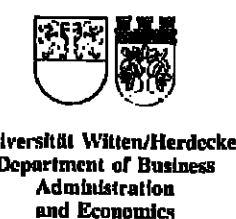
So that each of the Chair holders will have the benefit of the scholarly environment of an established department, they will also be appointed to the department of their discipline on the main city campus. This will give them the opportunity to teach at an advanced level, to supervise graduate students and participate in collaborative research as well as participate in the affairs of their respective faculties.

Commencing salary will be established within the range \$NZ80,080-\$NZ99,840 per annum with a possibility of supplementation.

Further information, Conditions of Appointment and Method of Application are available from the Assistant Registrar, Academic Appointments, University of Auckland, Private Bag, Auckland, to whom applications should be forwarded by 31 MARCH 1992.

Please quote the relevant Vacancy Number in all correspondence.

The University of Auckland
An Equal Employment Opportunity Employer



Universität Witten/Herdecke
Department of Business
Administration
and Economics

The University of Witten/Herdecke is one of the few private institutions of higher learning in Germany. We have the ambition to innovate teaching methods as well as research agendas, and we place strong emphasis on the students' self-determination.

The Department of Business Administration and Economics centers its interest on practical experience in business, on issues like organizational development and culture, on economic and social change, and on an epistemology which is adequate for a social science. We are currently seeking applications for a

Chair in Business Administration.

More important than the number of publications in your interest in teaching and in science, as an enterprise and an adventure. If you speak German or if the prospect of having to learn it does not deter you, please contact:

Prof. Dr. G. Walger, Wemerstr. 2,
D-5810 Witten 5, Germany.
Tel. 00 49-23 02-80 19 25
Fax: 00 49-23 02-80 14 29

Architectural Extension New Mexico State University, New Mexico Extension 4-H Agriculture Agent with Master's Degree or may be under-grad as Extension Associate with Bachelor's Degree. At least one year experience in teaching the national and state Extension Agents. Salary: \$10,000-\$12,000. Send resume to: Dr. G. Walger, Wemerstr. 2, D-5810 Witten 5, Germany. Tel. 00 49-23 02-80 19 25. Fax: 00 49-23 02-80 14 29.

Academic Studies Yale University, Assistant Professor, Ph.D. in history, American Studies with a research and teaching specialty in American literature and film theory. Teaching duties to include in film theory and aesthetics. Willingness to serve as Director of Undergraduate Studies in the Film Studies Program. Applications with degrees to be sent to Professor: Dr. G. Walger, Wemerstr. 2, D-5810 Witten 5, Germany. Tel. 00 49-23 02-80 19 25. Fax: 00 49-23 02-80 14 29.

Academic Studies Southern Illinois University at Carbondale. The Department of Anatomy invites applications for a ten-

THE UNIVERSITY OF AUCKLAND
New ZealandFACULTIES OF ARTS
AND OF SCIENCEDEANSHIP OF ARTS
(Vacancy UAC.96)DEANSHIP OF SCIENCE
(Vacancy UAC.97)

Both these vacancies arise as a result of changes to the management structures in the University. Hitherto the Deanships have been elected, honorary appointments.

Appointment to the Deanships will be for an initial term of five years and thereafter renewable for a further period of up to five years. Appointees will also carry with them appointment to a Chair in an appropriate department within the faculty concerned.

Applicants must have gained distinction in academic life and in research and, at the same time, have demonstrated potential for university administration and leadership.

The Dean will be required to advise on appointments and promotion of staff, allocating monies, developing proposals for building and equipment, encourage research and teaching, work in consultation with the appropriate Committees of the University and Heads of Departments of the faculty and chair the meetings of the faculty.

Commencing salary will be established within the range \$NZ80,080-\$NZ99,840 per annum with a possibility of supplementation.

Further information, Conditions of Appointment and Method of Application are available from the Assistant Registrar, Academic Appointments, University of Auckland, Private Bag, Auckland, to whom applications should be forwarded by 31 MARCH 1992.

Please quote the relevant Vacancy Number in all correspondence.

The University of Auckland
An Equal Employment Opportunity Employer.

THE JOHNS HOPKINS UNIVERSITY

The Paul H. Nitze School of Advanced International Studies

The Johns Hopkins University invites applications/nominations for an energy/energy policy studies position at the Paul H. Nitze School of Advanced International Studies in the Department of Energy and Environmental Studies in the School of Arts and Sciences. The position is for a full-time, permanent position. The position is for a full-time, permanent position. The position is for a full-time, permanent position.

The Paul H. Nitze School of Advanced International Studies (SAIS) of the Johns Hopkins University invites applications/nominations for an energy/energy policy studies position at the Paul H. Nitze School of Advanced International Studies in the Department of Energy and Environmental Studies in the School of Arts and Sciences. The position is for a full-time, permanent position. The position is for a full-time, permanent position. The position is for a full-time, permanent position.

THE JOHNS HOPKINS UNIVERSITY

The Paul H. Nitze School of Advanced International Studies

The Johns Hopkins University invites applications/nominations for a sociologist at the Paul H. Nitze School of Advanced International Studies in the Department of Energy and Environmental Studies in the School of Arts and Sciences. The position is for a full-time, permanent position. The position is for a full-time, permanent position. The position is for a full-time, permanent position.

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The University of Sydney
Australia

Faculty of Education

LECTURER IN EDUCATION
(TESOL IN SECONDARY EDUCATION PROGRAMS)
School of Teaching and Curriculum Studies

Reference No: 01/01

The appointee will conduct courses in TESOL secondary education in the DipED and BEEd programs, contribute to on courses on teaching and learning, and supervise the practicum. Applicants should have a strong academic background in TESOL and education and successful teaching experience in secondary schools.

Experience in teacher education would be desirable. In addition, experience in CALL and the ability to teach foreign languages would be an advantage.

The successful applicant should be able to participate as a member of a team in the introduction of teaching and learning principles in the teacher education program.

Appointments to lectureships have the potential to lead to tenure and are usually probationary for three years.

For further information phone Dr K Laws (612) 892-3180 or Professor G Turvey (612) 892-2825.

Salary: Level B: A\$39,463 - A\$48,688.p.a.

Top of salary scale unavailability until July 1992

Closing: 27 February 1992

Method of application: Three copies of the applications, quality reference no., and including curriculum vitae, list of publications and the names, addresses and fax nos. of at least three and no more than five referees to the Assistant Registrar (Appointments), Office (K07), The University of Sydney, N.S.W. 2006 Australia by the above closing date.

Equal employment opportunity and no smoking in the workplace are University policies

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Teachers College, Columbia University

Department of Curriculum and Teaching
Assistant/Associate Professor
Two Year Appointment, Renewable and Tenurable

In participate in the programs in curriculum theory and history of the curriculum field.

Responsibilities: Other graduate courses and direct doctoral research focusing on theory, history, design and development of curriculum.
Qualifications: Earned doctorate in curriculum theory, history, and/or development. Teaching experience, preferably in urban settings and with diverse learner populations, and published record of scholarly inquiry and publication in the context of general curriculum theory; involvement and/or interest in curriculum design in at least one of the following areas: urban education, multicultural education, or secondary education.

Letter of application, CV, 3 letters of recommendation to Professor Frances Boile, Box 11. Review of applications to begin January 30, 1992 and continue until search is successfully completed.

Department of Higher and Adult Education
Assistant/Associate Professor
Two Faculty Positions

The Department of Higher and Adult Education announces two faculty positions for the 1992-93 academic year. The Department has master's and doctoral programs in four areas: adult learning, college teaching, and academic leadership, college and university administration, and student personnel work. Programs of study in the Department reflect an integration of the scholarship and experience represented in the four general areas of study. Courses of study are designed in both traditional and non-traditional learning, and non-traditional formats. Department faculty teach across program areas although each is assigned to a primary teaching-research area. The Department is particularly interested in individuals who can integrate the new scholarship on gender, race, and class with the existing curriculum and research literatures.

Assistant/Associate Professor
Two year appointment, renewable and tenurable

Primary responsibility in Student Personnel and College Teaching programs. The successful candidate should have a record of research and graduate level instruction in the following areas: theories of adult and student development, history and philosophy of the profession, university environmental assessment, multicultural issues in both the curriculum and the study body, and qualitative and quantitative research methods. Additional relevant areas include: knowledge of college career and retention systems theory, experience with community colleges, and the ability to foster more integrated scholarship between student and academic affairs.

Assistant/Associate Professor
Two year appointment, renewable and tenurable

Primary responsibility in the Adult Learning/Adult Education Guided Independent Study Program (AEGIS). The successful candidate should have a record of research and practice in the following areas of adult education practice: theories of adult learning and adult thinking, qualitative research methods, additional relevant areas include: adult literacy, social action, continuing or professional education. Familiarity with one of the following concepts: learning in the workplace, the adult learner on campus, international settings, and diversity in scholarship concerning gender, race, and class. Relevant additional experience: teaching in a higher education/graduate education setting and dissertation advisement.

Review of applications will begin January 30, 1992, and continue until the search is successfully completed. Please send letter of recommendation, statement of interest/qualifications, research agenda, and professional writing sample to Dr. Sharon McDade, Chair of Search Committee, Box 101. Candidates seriously considered for interviews will be asked to provide additional information (curriculum vitae, additional writing samples, and teaching evaluations).

Department of Speech and
Language Pathology and Audiology

Assistant Professor
Two year appointment, renewable and tenurable

Teachers College seeks a professor eager to join in the building of the Department of Speech and Language Pathology and Audiology. Opportunities for research, curriculum development, and innovative program designs in a major metropolitan area. The candidate's area of specialization should be in Speech Language Pathology and can include language disorders, phonology, fluency, and neuromuscular disorders. Future faculty positions are anticipated. The Department seeks to continue its long history of excellence in the basic sciences and disorders in communication processes.

Qualifications: Earned doctorate; CCP-SLP, eligibility for state license; evidence of successful teaching experience; established record of research and success in obtaining outside funding to support research and students; experience and interest in working in urban areas, with culturally diverse populations.

Responsibilities: Teach graduate courses; lead doctoral dissertations, maintain active research program.

Review of applications will begin March 15, 1992 and continue until the search is successfully completed. Letter of application, CV, 3 letters of recommendation to Search Committee, Box 101.

Teachers College as an institution has long been committed to a policy of equal opportunity in employment. In offering higher education in the discipline areas of education, psychology, and health services, the College is committed to providing expanding employment opportunities to minorities in its own activities and in society. Candidates whose qualifications and experience are directly relevant to complementary College priorities (e.g., urban and minority concerns) may be considered for a higher rank than advertised.

Teachers College Columbia University

525 West 120th Street
New York, New York 10027

A/AEO Employer

Biological Sciences/Research: Microbiology

Duties: develop new assays involving polymerase chain reaction, perform and analyze in vivo testing for anti-viral drugs, generate experimental data using a variety of assays, and develop and maintain R&D experiments and services. Minimum qualifications: Doctorate for research in Microbiology, 18 months research experience in vivo in an assay involving HIV infection, and 6 months research experience in HIV infection in a laboratory setting. Salary: \$32,000 per year. Resumes to: J. Chesham, 62-29, MDT Room 124, 130 North Robert Street, St. Paul, Minnesota 55101.

Biological Sciences/Research: Microbiology. Duties: develop new assays involving polymerase chain reaction, perform and analyze in vivo testing for anti-viral drugs, generate experimental data using a variety of assays, and develop and maintain R&D experiments and services. Minimum qualifications: Doctorate for research in Microbiology, 18 months research experience in vivo in an assay involving HIV infection, and 6 months research experience in HIV infection in a laboratory setting. Salary: \$32,000 per year. Resumes to: J. Chesham, 62-29, MDT Room 124, 130 North Robert Street, St. Paul, Minnesota 55101.



UNIVERSITY OF MISSOURI-COLUMBIA

University Hospital Professor of Nursing

The School of Nursing at the University of Missouri-Columbia invites nominations and applications for a new named senior faculty position. Sponsored by the University of Missouri Hospitals and Clinics, this position is indicative of the commitment to collaboration between service and education. Candidates are expected to share their commitment although the appointment will be fully in the School of Nursing. The position will include research, teaching, and service. The precise nature of these activities will be determined by the appointee's interests and expertise.

We are seeking an accomplished nurse scientist to fill this important position. Candidates are, therefore, required to have an excellent record of research and scholarship, significant graduate teaching experience, and expertise in a nursing specialty practice area. Educational background must include master's preparation in a clinical specialty and a doctoral degree in nursing or a related field (a nursing doctorate is strongly preferred). Rank, salary, and tenure status are commensurate with experience and qualifications.

The University of Missouri-Columbia is health sciences, research university. The School of Nursing offers baccalaureate, master's, and continuing nursing education programs; a doctoral program is projected to begin enrolling students in Fall of 1992. Located in mid-western, central United States, the University of Missouri-Columbia offers an excellent and affordable quality of life.

Send letter of application and curriculum vitae to:

Mary Manderino, Ph.D., R.N.
Chair, University Hospital Nursing Search Committee
8328 School of Nursing
University of Missouri-Columbia
Columbia, MO 65211

Applications will be accepted until the position is filled. The University of Missouri is an equal opportunity employer and strongly encourages applications from minorities.

Send letter of application and curriculum vitae to:

Mary Manderino, Ph.D., R.N.
Chair, University Hospital Nursing Search Committee
8328 School of Nursing
University of Missouri-Columbia
Columbia, MO 65211

Applications will be accepted until the position is filled. The University of Missouri is an equal opportunity employer and strongly encourages applications from minorities.

Send letter of application and curriculum vitae to:

Mary Manderino, Ph.D., R.N.
Chair, University Hospital Nursing Search Committee
8328 School of Nursing
University of Missouri-Columbia
Columbia, MO 65211

Applications will be accepted until the position is filled. The University of Missouri is an equal opportunity employer and strongly encourages applications from minorities.

Send letter of application and curriculum vitae to:

Mary Manderino, Ph.D., R.N.
Chair, University Hospital Nursing Search Committee
8328 School of Nursing
University of Missouri-Columbia
Columbia, MO 65211

Applications will be accepted until the position is filled. The University of Missouri is an equal opportunity employer and strongly encourages applications from minorities.

Send letter of application and curriculum vitae to:

Mary Manderino, Ph.D., R.N.
Chair, University Hospital Nursing Search Committee
8328 School of Nursing
University of Missouri-Columbia
Columbia, MO 65211

Applications will be accepted until the position is filled. The University of Missouri is an equal opportunity employer and strongly encourages applications from minorities.

Send letter of application and curriculum vitae to:

Mary Manderino, Ph.D., R.N.
Chair, University Hospital Nursing Search Committee
8328 School of Nursing
University of Missouri-Columbia
Columbia, MO 65211

Applications will be accepted until the position is filled. The University of Missouri is an equal opportunity employer and strongly encourages applications from minorities.

Send letter of application and curriculum vitae to:

Mary Manderino, Ph.D., R.N.
Chair, University Hospital Nursing Search Committee
8328 School of Nursing
University of Missouri-Columbia
Columbia, MO 65211

Applications will be accepted until the position is filled. The University of Missouri is an equal opportunity employer and strongly encourages applications from minorities.

Send letter of application and curriculum vitae to:

Mary Manderino, Ph.D., R.N.
Chair, University Hospital Nursing Search Committee
8328 School of Nursing
University of Missouri-Columbia
Columbia, MO 65211

Applications will be accepted until the position is filled. The University of Missouri is an equal opportunity employer and strongly encourages applications from minorities.

Send letter of application and curriculum vitae to:

Mary Manderino, Ph.D., R.N.
Chair, University Hospital Nursing Search Committee
8328 School of Nursing
University of Missouri-Columbia
Columbia, MO 65211

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FACULTY POSITIONS

Wheelock College is a 103-year-old institution located in the Fenway area of Boston. Wheelock offers professional preparation for the fields of education, child life, and social work. Undergraduate preparation for education and child life requires the completion of a multidisciplinary liberal arts major. We look for faculty who are committed to teaching. Wheelock College looks for candidates for the following full-time tenure-track positions in the arts and sciences.

Assistant/Associate Professor of American Literature—Responsibilities include teaching and advising in undergraduate Humanities major. Teaching experience at college level required. Requires Ph.D. in American Literature with possible specialization in African-American literature, Native American studies, literatures or cultural studies.

Assistant/Associate Professor of Social Psychology—Responsibilities include teaching and advising in undergraduate Human Development major. Requires Ph.D. Applicants for this position may come from any sub-specialty within the field and will be expected to teach and advise in a variety of courses in the field.

Assistant/Associate Professor of Developmental Psychology—Responsibilities include teaching and advising in undergraduate Human Development major. Requires Ph.D. Applicants for this position may come from any sub-specialty within the field and will be expected to teach and advise in a variety of courses in the field.

Assistant/Associate Professor of Biology, Assistant/Associate Professor of Physical Science—Responsibilities include teaching and advising in undergraduate Math/Science major. Requires Ph.D. and demonstrated commitment to and excellence in undergraduate science teaching. Individuals should be committed to working collaboratively with a small faculty participating in the continued development of a multidisciplinary mathematics major offered in collaboration with another college.

We are seeking an active scholar with a publishing record who is interested in pedagogical issues related to science teaching in undergraduate and elementary school levels.

Please send vita, statements of teaching philosophy and research interests, and three letters of recommendation to Dr. Theresa Perry, Undergraduate Dean, Wheelock College, 200 The Riverway, Boston, MA 02215. Completed applications received by February 15, 1992 will receive priority consideration.

Wheelock College is an Affirmative Action/Equal Opportunity Employer and is committed to diversity. Women and people of color are encouraged to apply.

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VIRGINIA COMMONWEALTH UNIVERSITY

Virginia Commonwealth University announces the following faculty and administrative positions. A comprehensive urban public institution enrolling nearly 20,000 students, the university is composed of twelve schools, one college and one thousand-bed hospital located in Richmond, Virginia.

Unless otherwise noted, appointments are subject to renewal, and application deadline is February 14, 1992. Administrative positions and Medical College of Virginia Campus faculty positions are 12-month appointments commencing on July 1. Academic Campus faculty positions are for the academic year beginning August 16. A detailed position description and list of desired/required qualifications may be obtained by writing the contact person at the department, school and campus address indicated.

Academic Campus—Richmond, Virginia 23284-0001

School of Education
Rehabilitation Research and Training Center Support Equipment: Technical Assistance Associate. Serve as full-time (College Faculty). Minimum requirement of a Bachelor's degree in rehabilitation, special education, or related field and extensive experience in support equipment. Must have knowledge of the use of support equipment and be able to provide technical assistance to faculty and students. Salary commensurate with experience. Send letter of application and curriculum vitae to Michael Barrows, Box 2011.

College of Humanities & Sciences
Biology Department: Assistant Professor tenure track position. Candidate will be expected to conduct research in an area of environmental and molecular biology, develop a strong intellectual and direct graduate students of the M.S. level. Teaching responsibilities may include introductory environmental science, molecular biology and an advanced specialty course. Ability to provide a scientific component to the University's Women's Studies Program is desirable. Postdoctoral experience preferred. Filling the position is contingent upon approval of funding. Submit curriculum vitae, statement of research interests and names of three references to: Dr. Sara McGovern, Chairman, Search Committee, Box 2012.

Biology Department: Assistant Professor tenure track position. Candidate must possess a minimum of a Master's degree in Biology and be able to teach general biology, plant biology and ecology. Previous teaching experience, particularly involving large lecture sections, and some of independent reading and record keeping in one of these areas, Ph.D. and appropriate teaching and publication record required. Special consideration will be given to candidates with a specialization in women's biology. Send letter of application, curriculum vitae, and letters of reference to: Dr. Michael Messner, Chair, Search Committee, Box 2001.

History and Geography Department: Assistant Professor pending funding, one tenure track appointment starting in August 1992, to teach courses in early European history (Medieval, Renaissance, Reformation), with a specialty in one of these areas, Ph.D. and appropriate teaching and publication record required. Special consideration will be given to candidates with a specialization in women's history. Send letter of application, curriculum vitae, and letters of reference to: Dr. Michael Messner, Chair, Search Committee, Box 2001.

Architecture Department: University Architect to oversee development of the University's facilities and physical setting. Successful candidate shall undertake design activity over all facilities planning and all architectural design aspects of the campus. Candidate will be expected to coordinate and manage all architectural aspects of campus development and design. Responsibilities include: provide input, analysis, report and presentation to diverse groups. Be responsible for the University's facility master planning, the architectural planning and design of new buildings, structures, landscape development, open space, site planning, and other related architectural planning and design. The candidate must have a minimum of 10 years of architectural design and planning experience, and a minimum of 5 years of experience in the design of university facilities. The candidate must have a minimum of 5 years of experience in the design of university facilities. The candidate must have a minimum of 5 years of experience in the design of university facilities.

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1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

University of Northern Colorado

College of Performing and Visual Arts

School of Music

Instructor/Assistant Professor of Music-Soprano Artist/Teacher
Full-time tenure-track position to begin August 19, 1992. Rank and salary consistent with experience and qualifications. (Corrected copy of 12/1/91 CHJ ad.)

Duties: Teach studio voice; perform with the Colorado Vocal Arts Ensemble; instruct in vocal technique; teach at least one of the following: art song literature, diction, vocal pedagogy, opera workshop.

Qualifications: Bachelor's degree with significant performing experience and evidence of quality teaching potential. Assistant Professor: Master's degree required. Doctorate preferred; successful studio teaching and solo performance experience; extensive repertoire of performed literature.

Application deadline: February 15, 1992, or until the position is filled. Submit letter of application, vita, and three letters of recommendation to: Professor Thomas Hulse, Chair, Search and Screen Committee for Voice Artist/Teacher, School of Music, University of Northern Colorado, Greeley, CO 80639. For further information, call (303) 351-2076 or (303) 351-2678.

Assistant/Associate Professor of Music Education
Full-time tenure-track position to begin August 19, 1992. Rank and salary consistent with experience and qualifications.

Duties: Teach undergraduate and/or graduate music education courses; supervise student teachers; serve as Director of the UNC String Project.

Qualifications: Doctorate required; three years' successful public school instrumental teaching, including involvement with elementary and secondary school string orchestral ensembles; teaching music theory or other area according to qualifications and program needs.

Application deadline: February 15, 1992, or until the position is filled. Submit letter of application, résumé, transcripts, and three letters of recommendation to: Dr. Elza Daugherty, Chair, Search and Screen Committee for Music Education, School of Music, University of Northern Colorado, Greeley, CO 80639. For further information, call (303) 351-2076 or (303) 351-2678.

Assistant/Associate Professor of Music-Bassoon Artist/Teacher
Full-time tenure-track position to begin August 19, 1992. Rank and salary consistent with experience and qualifications. (Corrected copy of 12/1/91 CHJ ad.)

Duties: Teach undergraduate and graduate bassoon students; assist with woodwind technique classes; coach chamber music ensembles; perform with faculty chamber music groups; teach music theory or other area according to qualifications and program needs.

Qualifications: Master's degree required. Doctorate preferred; evidence of outstanding performance ability; successful university teaching experience; experience with music technology desirable.

Application deadline: February 15, 1992, or until the position is filled. Submit letter of application, résumé, transcripts, and three letters of recommendation to: Professor Roger Greenberg, Chair, Search and Screen Committee for Bassoon, School of Music, University of Northern Colorado, Greeley, CO 80639. For further information, call (303) 351-2076 or (303) 351-2678.

Department of Theatre Arts and Dance

Instructor/Assistant Professor of Dance
Full-time, term position to begin August 19, 1992. Rank and salary consistent with experience and qualifications.

Duties: Assignment includes teaching repertoire and advanced technique classes, as well as directing and choreographing for performing groups. Responsibilities may also include teaching some of the following areas: laboratory, tap dance, musical theatre dance, and philosophical/theater.

Qualifications: M.A. equivalent professional experience in dance required. M.F.A. preferred. Evidence of outstanding performance ability. Demonstrated success as choreographer/director, teacher, and performer at college or professional level.

Application deadline: March 1, 1992. Submit letter of application, résumé, transcripts, three letters of reference (include name, address, and phone), and relevant supporting data to: Thomas McNally, Chair, Search and Screen Committee, Department of Theatre Arts and Dance, University of Northern Colorado, Greeley, CO 80639. For further information, call (303) 351-2454 or (303) 351-2678.

Communications Full-time, tenure-track position to begin August 19, 1992. Rank and salary consistent with experience and qualifications.

Duties: Teach studio voice; perform with the Colorado Vocal Arts Ensemble; instruct in vocal technique; teach at least one of the following: art song literature, diction, vocal pedagogy, opera workshop.

Qualifications: Bachelor's degree with significant performing experience and evidence of quality teaching potential. Assistant Professor: Master's degree required. Doctorate preferred; successful studio teaching and solo performance experience; extensive repertoire of performed literature.

Application deadline: February 15, 1992, or until the position is filled. Submit letter of application, vita, and three letters of recommendation to: Professor Thomas Hulse, Chair, Search and Screen Committee for Voice Artist/Teacher, School of Music, University of Northern Colorado, Greeley, CO 80639. For further information, call (303) 351-2076 or (303) 351-2678.

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GUSTAVUS ADOLPHUS COLLEGE

The Department of Political Science invites applications for a possible one-year replacement position beginning September 1, 1992. This position replaces two faculty members on sabbatical leave; there is a possibility of a second year, contingent on funding. The position combines Political Theory and U.S. Politics, and the candidate must be able to teach an introductory course in U.S. Government and Politics (each semester) and a required course in the major in Classical Political Theory. Other courses would depend upon the candidate's interests, but could include: various courses in American politics (e.g., Congress and the Presidency, Campaigns and Elections, etc.), political theory (e.g., Contemporary Political Theory, Justice and Liberty, etc.), and other areas of special interest (e.g., Women and Politics, Public Policy). The course load is three courses per semester, and a January term course is negotiable.

The Department prefers candidates with a Ph.D. in hand. The Department provides majors with a solid liberal arts background in politics, one that emphasizes both an understanding of political issues and questions, and solid skills in analysis, research, and writing. We are interested in candidates who enjoy undergraduate teaching and working closely with students.

Candidates should submit a letter of application, curriculum vitae, letters of recommendation (sample syllabi and evidence of effective teaching are optional but helpful to).

Professor Norman V. Wallick, Chair
Department of Political Science
Gustavus Adolphus College
St. Peter, MN 56082

Gustavus Adolphus College is an EO/AAE employer and applications from women and minorities are especially encouraged.

* Optional wording in italics depending on whether J-term should be part of contract.

MATHEMATICAL BIOLOGY

University of Utah

The Departments of Biology and Mathematics at the University of Utah invite applications for a new interdisciplinary tenure-track position in mathematical biology. We seek a person who combines excellence in research with a genuine interest in teaching at the undergraduate and graduate levels. The initial teaching responsibility will be to work with members of the Mathematics and Biology departments to develop an innovative core course in mathematical biology for lower-division undergraduates in the life sciences. The person who fills this position will be expected to maintain an active research program that adds to the University's existing strength in mathematical biology.

Applicants should submit a v.a., a statement of research and teaching interests, and four letters of recommendation to: R.H. Ward, Department of Biology, University of Utah, Salt Lake City, UT 84112. (Telephone 801-561-6666 for additional information.) Review of applications will begin on January 22, 1992 and will continue until the position is filled. Applications from minority candidates and women are particularly encouraged. The University of Utah is an Equal Opportunity, Affirmative Action Employer.

Computer Science Faculty Position
The Computer Science Department at the University of Utah is seeking a full-time, tenure-track position to begin September 1992. Responsibilities include teaching, advising, and research. The position is open to candidates with a Ph.D. in Computer Science, or a related field, and a minimum of five years' experience in teaching, advising, and research. The position is open to candidates with a Ph.D. in Computer Science, or a related field, and a minimum of five years' experience in teaching, advising, and research.

Applicants should submit a letter of application, curriculum vitae, and three letters of recommendation to: Professor Robert Greenberg, Chair, Search and Screen Committee, Department of Computer Science, University of Utah, Salt Lake City, UT 84112. (Telephone 801-561-6666 for additional information.) Review of applications will begin on January 22, 1992 and will continue until the position is filled. Applications from minority candidates and women are particularly encouraged. The University of Utah is an Equal Opportunity, Affirmative Action Employer.

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Applicants should submit a letter of application, curriculum vitae, and three letters of recommendation to: Professor Robert Greenberg, Chair, Search and Screen Committee, Department of Computer Science, University of Utah, Salt Lake City, UT 84112. (Telephone 801-561-6666 for additional information.) Review of applications will begin on January 22, 1992 and will continue until the position is filled. Applications from minority candidates and women are particularly encouraged. The University of Utah is an Equal Opportunity, Affirmative Action Employer.

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FACULTY POSITIONS

Wheelock College is a 103-year-old institution located in the Fenway area of Boston. Wheelock offers graduate and undergraduate professional preparation in education. Undergraduate preparation requires the completion of a multidisciplinary liberal arts major. We seek faculty who are committed to teaching. Wheelock College invites applications for the following full-time tenure-track positions in education in the graduate and undergraduate divisions.

Graduate Positions

Assistant/Associate Professor in Early Childhood and Elementary Education—Responsibilities include teaching preparation courses in early childhood and elementary education; supervising students in practice (N-6); Ed.D./Ph.D. and clinical supervision skills required. Demonstrated teaching competence in multicultural settings with young children and graduate students preferred.

Assistant/Associate Professor in Early Childhood Special Education—Responsibilities include teaching early childhood special education courses (Birth-Eight Years); supervising students in practice in early intervention and integrated early childhood settings; Ed.D./Ph.D. in Early Childhood Special Education or related field and clinical supervision skills required. Demonstrated teaching competence with young children (Birth-Eight Years) and graduate students preferred. Experience with multicultural family-centered programming and interdisciplinary teams preferred.

Assistant/Associate Professor in Human Development—Responsibilities include teaching human development courses and advising students. Requires Ph.D. or Ed.D. in Human Development. Teaching includes courses in child development and a variety of developmental sub-specialties. Multicultural perspectives and research experience preferred.

Please send vita and two letters of recommendation to: Dr. Mario R. Borunda, Graduate Dean, Wheelock College, 200 The Riverway, Boston, MA 02215.

Wheelock College is an Equal Opportunity/Affirmative Action Employer.

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EAST TENNESSEE STATE UNIVERSITY

SCHOOL OF NURSING

DEPARTMENT HEAD AND FACULTY POSITIONS

The School of Nursing is comprised of three academic departments and one clinical department. The School is currently seeking a Department Head and two Assistant Professors. The Department Head will be responsible for the overall management of the School of Nursing. The Assistant Professors will be responsible for teaching and research in their respective fields. The School is an Equal Opportunity/Affirmative Action Employer.

Department Head—Requires a Ph.D. in Nursing, a minimum of five years' experience in nursing education, and a minimum of five years' experience in administrative management. The Department Head will be responsible for the overall management of the School of Nursing. The Assistant Professors will be responsible for teaching and research in their respective fields. The School is an Equal Opportunity/Affirmative Action Employer.

Assistant Professor—Requires a Ph.D. in Nursing, a minimum of three years' experience in nursing education, and a minimum of three years' experience in research. The Assistant Professors will be responsible for teaching and research in their respective fields. The School is an Equal Opportunity/Affirmative Action Employer.

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GUSTAVUS ADOLPHUS COLLEGE

SCHOOL OF NURSING

DEPARTMENT HEAD AND FACULTY POSITIONS

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Assistant Professor

own computer support systems are preferred. Applicants should submit a letter of application, resume and a list of at least three references to: H. A. Dennerick, Ph.D., Campus Deans, Washington State University, 1812 East McLoughlin Boulevard, Vancouver, Washington 98663-3597, and to Sharon Chiple, Associate Director of the College of Science and Arts, West 345 Main Street, Pullman, Washington 99163. Materials review will begin February 7, 1992. WSU is an equal opportunity.

monitored experience securing major grants ranging from \$25,000 to \$1 million in corporations and foundations; experience in fund-raising campaigns (charitable and non-charitable); and knowledge of Park Gym Building, Department of Human Development and Family Studies, University of North Carolina at Greensboro, Greensboro, North Carolina 27412. **AA-12**

1992 to 1994. Rank open. Ph.D. preferred. A.B.D. considered for entry-level positions. Postgraduate research experience, dissertation, doctorate required for promotion and advancement to leopards. Theory of

Editor: The Papers of George Washington will add to its staff an assistant editor for its

experience in K-8. Responsibilities include supervision of elementary education field experiences and teaching of methods courses in language arts, social studies, and

Education: Fourteen years of teaching education courses and supervision in the secondary program. Doctorate for

eral elementary methods, sociological psychology, children's literature, reading and language arts, plus some elective courses.



Rockford College

Rockford College, a private liberal arts college with 1,500 full and part-time students, is seeking applicants for tenure track positions in five academic departments to start in August 1992. A Phi Beta Kappa Institution founded in 1847, Rockford College offers baccalaureate degrees in traditional liberal arts and professional programs. The college also offers MBA and MAT degrees.

Rockford College is situated on a rolling, 130-acre wooded campus in the second largest city in Illinois. Located roughly 75 miles from Chicago and Milwaukee, Rockford is a city of 140,000 with a wide variety of cultural activities, professional sports teams, and technology and business.

Successful applicants will provide evidence of excellence in undergraduate teaching and advising and a commitment to liberal arts education. Teaching load is 12 hours a semester. Unless otherwise indicated, a doctorate is required. Rank and salary commensurate with qualifications.

Department of Education and Child Development. Two positions: 1) Elementary teacher education. Elementary school teaching experience and the ability to supervise elementary clinical experience are required. 2) Learning disabilities. Teaching experience in special education in public schools is required.

For both positions, the ability to teach at both undergraduate and graduate levels is required. Preference will be given to candidates with one or more of the following experiences in program development; grant-writing skills; bilingual education; research and publications; background in early childhood education. Contact Dr. Mahmood Butt, Chair.

Department of Mathematics. Position teaching a range of courses in mathematics, ability to teach courses in computer science is desirable. Contact Dr. John Schumaker, Chair.

Department of Computer Science. Qualified applicants must have at least a master's degree in computer science or MIS. Ability to teach upper-division courses in both theoretical CS and MIS is desirable. Contact Dr. Gerald Caton, Chair.

Department of Anthropology/Sociology. Position teaching a broad range of standard sociology courses with an emphasis in criminology or criminal justice. At least two years' full-time teaching experience required. Preference will be given to applicants with experience in community relations or supervision of internships. Contact Dr. Peter Tobias.

Department of Nursing. Medical-surgical nursing faculty position. Qualifications include a master's degree in medical-surgical nursing and teaching experience; doctorate preferred. Rockford College offers an NLN-accredited BSN program with basic and degree-completion options. Contact Patricia Lewis, Chair.

Review of applications begins Jan. 31. Send letter of application, curriculum vitae, and three letters of reference to the appropriate contact person at:

Rockford College
8050 E. State
Rockford, IL 61108-2993

Rockford College is an Equal Opportunity Employer. Applications from women and minorities are strongly encouraged.

THE HEALTHIEST CAREER DECISION YOU CAN MAKE IS TO JOIN OUR FACULTY

You have a Master of Science in Nursing. You want to teach in paradise. Come to Hawaii Loa College.

Our environment is the only thing that's perfect. Just ask our faculty. We employ a participative model of management that makes every faculty member a part of the management team. More than that, you will teach in a small global village where you will enjoy the benefits of mid-Pacific island life.

For information about this unique opportunity, call today or send your resume. Please include a color photo.

NURSING AND HEALTH CARE DEPARTMENT
HAWAII LOA COLLEGE
45-045 KAHALA DRIVE
KANEHOE, HAWAII 96744
(808) 233-3252

Education: Assistant Professor of Education. Trinity College of Vermont invites applications for a new tenure track position in the area of secondary and middle grade education beginning August, 1992. Trinity is known for its integration of traditional and non-traditional learning and its blending of professional education and the liberal arts. The College is located in Burlington, the home of five colleges and a major teaching hospital, IBM, Digital and General Electric. Burlington is considered one of America's most livable cities. Applicants must have a doctorate in an appropriate field and evidence of successful teaching in both middle school and university settings. Preference will be given to candidates with experience in supervising student teachers. Responsibilities of the position include teaching graduate and undergraduate courses, supervising field experience, and advising students. Submit a letter of interest, curriculum vitae, and three letters of reference by February 1, 1992 to: Ann Marie L. Liggett, Department Chair, Department of Education, Trinity College of Vermont, Vermont 05401. AA/EEO.

Education: Two Positions Available: (1) Coordinator of Secondary and Middle Grades. Programs available immediately. Position to be filled no later than August 1992. (2) Coordinator of Elementary Education. Position to be filled no later than August 1992. Both positions require a minimum of three years' public school teaching experience at the elementary school level is required. Christian Southern University is a private, liberal arts institution with a strong emphasis on the liberal arts and a commitment to the Christian faith. The University is a member of the Southern Baptist Convention, with over 2,400 students from minority groups are encouraged. Review of applications will begin January 15, 1992. Send letter of application, curriculum vitae, and three letters of reference to: Dr. Robert L. Bortner, Department of Education, Christian Southern University, P.O. Box 1007, Charleston, South Carolina 29411. Christian Southern University is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

School of Public and Environmental Affairs INDIANA UNIVERSITY

The School of Public and Environmental Affairs provides graduate and undergraduate degree programs, as well as research and professional services on the Bloomington, Fort Wayne, Indianapolis, and Northwest (Gary) and South Bend Campuses of Indiana University. The School is now seeking a tenure track faculty position in ENVIRONMENTAL POLICY for the 1992-93 academic year on the Bloomington Campus. The area of specialization is environmental policy processes and implementation. International environmental policy, or law, a global or comparative perspective is desirable. Applicants should articulate teaching undergraduate and professional master's level students. A global or comparative perspective is desirable. Applicants should articulate teaching undergraduate and professional master's level students. A global or comparative perspective is desirable.

The appropriate terminal degree is required and more senior applicants must have credentials consistent with the proposed rank of a major research university. School faculty members represent many academic disciplines, including both sciences and social sciences. The mixture facilitates the multidisciplinary research on complex public problems that the School encourages. Applicants must demonstrate a serious interest in applied research, an interest in professional service applications, and a commitment to high teaching standards. Send application letters and curriculum vitae to the following address: please do not send letters of reference, research samples, or other materials until requested. The search will continue until a suitable candidate has been selected; applications received by February 20, 1992, will be assured full consideration.

John L. Hise, Associate Dean for Academic Affairs
School of Public and Environmental Affairs
Indiana University
Bloomington, Indiana 47405
An Equal Opportunity/Affirmative Action Educator, Employer and Contractor, NW.

STETSON

Ed. Administration. Assistant Professor, tenure track position. Responsibilities: teaching courses in ed. administration, supervision of administrative interns, and teaching in one or more of the following areas: special education, curriculum, and elementary education. Qualifications: earned doctorate, evidence of successful public school teaching, and administrative experience. Must hold state certification as an administrator. Familiarity with Florida education policy desirable.

Physical Education. Assistant Professor, tenure track, doctorate or ABD. Responsibilities include teaching in the professional preparation and physical education activity program. The candidate should have an interest in interdisciplinary programs within the physical education major program and in a traditional liberal arts education. Public school physical education experience, a strong preference for teaching, and the background to teach exercise physiology and related courses a priority for this position. Appointment begins September 1992.

Elementary Education. Assistant Professor entry level, tenure track, doctorate or ABD. Responsibilities include teaching methods of elementary education and special education, supervision of student interns. Individuals with public school teaching experience are encouraged to apply. Appointment begins September 1992.

Send letter of application, current resume, transcripts, and three letters of reference to: Dr. Larry Rosen, Chair, Division of Education, Campus Box 8419, Stetson University, Deland, FL 32720. Women and minorities are encouraged to apply. Deadline February 14, 1992. Equal Opportunity Employer.

UNIVERSITY OF NEVADA RENO

University of Nevada, Reno announces a full-time tenure track appointment in exercise physiology. Assistant Professor level. Doctorate required. Experience in teaching and research in exercise physiology and/or other physical education courses; experience or knowledge of the development of a course exercise laboratory and wellness center; development of grant writing process and/or securing resources; experience and interest in leading a research team. Must be a good communicator. A complete application must be received by March 1, 1992. Send resume, letter of interest and names of three references to: Olena K. Plummer, Chair, Department of Recreation, Physical Education and Dance 274, University of Nevada, Reno, Nevada 89557.

BEGINNING DATE OF SERVICE: July 1, 1992.

AA/EEO: UNR employs only U.S. citizens and admits faculty without regard to race or sex.

Education: Westmont College, New Westminster, British Columbia, Canada. The University of Nevada, Reno is seeking a full-time tenure track position in the area of exercise physiology. The position is in the Department of Recreation, Physical Education and Dance. The candidate should have a doctorate in exercise physiology and/or a related field. The candidate should have experience in teaching and research in exercise physiology and/or a related field. The candidate should have a strong interest in leading a research team. The candidate should be a good communicator. A complete application must be received by March 1, 1992. Send resume, letter of interest and names of three references to: Olena K. Plummer, Chair, Department of Recreation, Physical Education and Dance 274, University of Nevada, Reno, Nevada 89557.

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INCARNATE WORD COLLEGE

Incarnate Word College, a Catholic, co-educational institution of Liberal Arts and Professional Studies, anticipates various faculty positions available beginning August, 1992. Founded in 1881 and located at the headwaters of the San Antonio river, IWC is one of the fastest growing colleges in the Southwest with a current enrollment of 2600. The college emphasizes teaching and the integration of knowledge. A service and social justice orientation permeates the academic community. Women and minorities are encouraged to apply.

The following positions will be available pending final budget approval. Accounting—(one year visiting appointment) to replace faculty member on leave of absence. Earned doctorate with field in accounting preferred. ABD's will be considered.

History—Assistant Professor tenure-track position. AOS: 20th Century U.S.; AOC: U.S. Military Air Relations. Required to teach undergraduate survey courses in U.S. History and World Civilization; possible teaching in college core and graduate courses. Ph.D. and evidence of commitment to excellence in teaching required. Writing samples required.

Nursing—Critical Care MSN required; doctorate preferred; evidence of teaching excellence.

Reading Education—Open rank depending upon qualifications. Earned doctorate with specialty in Reading Education; three years' secondary or elementary school teaching experience. Preference will be given to persons with college teaching experience and 18 graduate hours in elementary or secondary education, early childhood education or special education.

Spanish—Assistant Professor tenure-track position. AOS: culture and civilization and assist in the development of teacher training program and multidisciplinary learning lab. Ph.D. in Spanish or in Foreign Language Education with a concentration in Spanish and evidence of commitment to excellence in teaching required; experience in teacher preparation and technology preferred. Writing samples required.

Theatre Arts—Twelve month tenure-track position. To teach 3-semester acting sequence, 2-semester directing sequence, additional courses in AOS. Involvement in college core curriculum and direction of one or more plays a year. Opportunity to work with Resident Summer Theatre Company. MFA and evidence of teaching excellence required.

Psychology—One year appointment to replace faculty member on sabbatical leave. Ph.D. and evidence of teaching excellence required.

Send cover letter, curriculum vitae, unofficial transcripts for college and university work, three letters of reference, teaching evaluations and two self-addressed postcards to Executive Vice President, Incarnate Word College, 4301 Broadway, San Antonio, Texas 78209. Review of applications begins February 17 and continues until the positions are filled.

Incarnate Word College is an equal opportunity employer/AAE.

MOUNT SAINT MARY'S COLLEGE

Mount Saint Mary's College announces two faculty positions in Education. Positions are available in Fall 1992. Salary is commensurate with experience. Send application and letters of reference to: Dr. Judy McMillan, Chair, Department of Education, Mount Saint Mary's College, Emmittsburg, MD 21727-7796. Review of applications will begin on January 25, 1992.

Mount Saint Mary's is an independent Catholic, liberal arts college of 1600 undergraduate and graduate students. Its undergraduate program features a 61-hour, four-year core curriculum complemented by co-curricular and extracurricular programs designed to educate the whole person. The new graduate program in education, along with recently initiated teaching with a master's degree, will complement a thriving undergraduate program in elementary and secondary education. The College's 1400-acre campus is conveniently located within 90 minutes of Washington, DC, Baltimore, MD, and Harrisburg, PA.

EDUCATION: Math and/or Science Methods. Doctorate required, along with experience in educational technologies. Teaching experience at the elementary school level also required. Position involves seven courses per year in combined undergraduate/graduate program. Student advising and supervision of student teachers part of standard load.

EDUCATION: Assistant Professor to assist in coordinating new graduate program and existing partnership with local school district. Position will involve reduction in standard teaching load and additional support for required summer teaching/administrative work. Teaching areas should include two of the following: social studies, language arts, assessment, educational research, or science.

MOUNT SAINT MARY'S COLLEGE SEEKS A DIVERSE FACULTY AND STRONGLY ENCOURAGES WOMEN AND PERSONS OF COLOR TO APPLY. THE COLLEGE DOES NOT DISCRIMINATE ON THE BASIS OF SEX, AGE, RACE OR NATIONAL ORIGIN. MOUNT SAINT MARY'S COLLEGE HIRING ONLY U.S. CITIZENS AND LAWFULLY AUTHORIZED ALIEN WORKERS.

programs in the liberal arts and sciences as well as professional, pre-professional and career programs at both the undergraduate and graduate levels. CSP is located 15 miles southwest of Chicago. CSP is an Equal Opportunity Employer and encourages the application of qualified women and minorities. Salary and benefits are competitive. Send letter of application, resume, sample syllabi, three letters of reference, and transcripts to: Ms. Joanne Conner, Education Search Secretary, College of St. Francis, 300 Wilcox Street, Joliet, Illinois 61731. Review of applications will begin February 11, 1992, and will continue until the position is filled.

Education: Coordinator of Student Teaching and Supervision. Tenure track position, open rank, beginning August 1992. Required: doctorate in education, 3-5 years' experience in supervising student teachers, and a strong commitment to the liberal arts and sciences. The candidate should have a strong interest in leading a research team. The candidate should be a good communicator. A complete application must be received by March 1, 1992. Send resume, letter of interest and names of three references to: Olena K. Plummer, Chair, Department of Recreation, Physical Education and Dance 274, University of Nevada, Reno, Nevada 89557.

BEGINNING DATE OF SERVICE: July 1, 1992.

AA/EEO: UNR employs only U.S. citizens and admits faculty without regard to race or sex.

Education: Westmont College, New Westminster, British Columbia, Canada. The University of Nevada, Reno is seeking a full-time tenure track position in the area of exercise physiology. The position is in the Department of Recreation, Physical Education and Dance. The candidate should have a doctorate in exercise physiology and/or a related field. The candidate should have experience in teaching and research in exercise physiology and/or a related field. The candidate should have a strong interest in leading a research team. The candidate should be a good communicator. A complete application must be received by March 1, 1992. Send resume, letter of interest and names of three references to: Olena K. Plummer, Chair, Department of Recreation, Physical Education and Dance 274, University of Nevada, Reno, Nevada 89557.

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HEAD DEPARTMENT OF CURRICULUM AND INSTRUCTION and ASSOCIATE DIRECTOR OF TEACHER EDUCATION College of Education Oklahoma State University

Nominations and applications are invited for the combined position of Head, Department of Curriculum and Instruction (CIED) and Associate Director of Teacher Education, College of Education, Oklahoma State University. Candidates must hold an earned doctorate with an emphasis in one of the degree programs housed in the CIED Department at OSU (i.e., elementary education, secondary mathematics, English, social studies, science, and/or curriculum supervision). The Department offers degrees at the B.S., M.S., and Ed.D. levels in a variety of fields. The Associate Director of Teacher Education assists the Dean/Director of Teacher Education in matters relating to the total Teacher Education Unit at OSU.

Candidates are required to have a demonstrated record of teaching experience and scholarly achievement. Preferred qualifications include interpersonal skills necessary for working with 20-25 faculty and 20-25 graduate assistants in teaching, research, and professional service. In addition, the department head must demonstrate (1) leadership in long- and short-range planning; (2) expertise in seeking external funding; (3) expertise in administration of college academic programs and in fiscal management; (4) leadership in the conceptualization and organization of the graduate and undergraduate programs in the department; (5) commitment to college priorities and goals; and (6) leadership required for the accreditation of the undergraduate and graduate programs in the department.

Specific duties of this position include the coordination and evaluation of faculty, staff, students, programs, and the appropriate scheduling of personnel, facilities, and classes. The continuing appointment is typically for twelve months, at the rank of professor with tenure. Salary is competitive, and an excellent fringe benefit program including TIAA/CRF is available.

Oklahoma State University is a comprehensive University with a combined student enrollment of approximately 26,000. OSU is located in Stillwater, Oklahoma, within an hour's drive of Tulsa and Oklahoma City, and is readily accessible from other major population centers by interstate highway and air. Stillwater is a beautiful city with the cultural and educational advantages of a major land grant university. OSU's College of Education is committed to excellence in teaching, research, and service. The College's academic programs are housed in four academic departments and two schools.

Review of applications will begin February 15, 1992 and continue until the position is filled. A letter of application must be accompanied by a current vita, as well as the names, addresses, and phone numbers of three references. Candidates should submit a letter of interest, curriculum vitae, and three letters of reference to: CIED Department Head Search Committee, 103 Gundersen Hall, College of Education, Oklahoma State University, Stillwater, OK 74078. Phone: (405) 744-6346; Fax: (405) 744-7713.

OSU IS AN AFFIRMATIVE ACTION, EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER COMMITTED TO MULTICULTURAL DIVERSITY.

MARKETING College of Business

The College of Business at Idaho State University is seeking applicants for one and possibly two tenure track positions as assistant/associate professors of Marketing. Applicants should have a Ph.D. in Marketing. Marketing. These close to completion of such a degree will be considered.

The Marketing Department, with 125 undergraduate majors, focuses on educating students for industrial sales and marketing positions. Leadership in teaching, research, and program development in personal selling and sales management is preferred.

The department and the college have developed working relationships with an adjacent federal energy technology development laboratory. The college also houses one of 7 state-of-the-art computerized decision laboratory. Research and program development in technology marketing, strategic planning, and decision making is encouraged.

The College of Business has 1,300 students in the undergraduate majors—accounting, computer information systems, finance, management and marketing. Approximately 125 students are in the MBA program. The college has AACSB business administration accreditation at both the undergraduate and graduate levels.

ISU is a comprehensive university of approximately 10,000 students located in Pocatello, a community of 55,000 within a two and a half hour drive of Salt Lake City, Yellowstone and Grand Teton National Parks, and Sun Valley.

Screening of applicants will begin February 15, 1992. Application deadline is March 1, 1992. Interested persons should send a letter of application, resume, and list of references to: Dr. Ron LaBlanc, Chair, Marketing Department, College of Business, Campus Box 8020, Idaho State University, Pocatello, Idaho 83208.

ISU is an Affirmative Action, Equal Opportunity Employer

positions for a tenure-track position at the Assistant Professor level, beginning Fall 1992. For full consideration, candidates should submit a letter of interest, curriculum vitae, and three letters of reference within their field to write to: Dr. Dennis Thompson, Chair, Search Committee, Educational Foundations Department, Georgia State University, Atlanta, Georgia 30303.

Candidates should send a letter of application, curriculum vitae, and three letters of reference within their field to write to: Dr. Dennis Thompson, Chair, Search Committee, Educational Foundations Department, Georgia State University, Atlanta, Georgia 30303.

Educational Foundations Assistant Professor. The School of Education at the College of Education, Georgia State University, is seeking a tenure-track position in foundations of education at the level of Assistant Professor to begin August, 1992. Qualifications include a doctorate in Educational Foundations, Curriculum and Instruction, or a related field, and three years of public school teaching experience in elementary and/or secondary classrooms. The position involves teaching general education courses (Introduction to Education, Human Growth and Development) at the undergraduate level.

Educational Foundations Assistant Professor. The School of Education at the College of Education, Georgia State University, is seeking a tenure-track position in foundations of education at the level of Assistant Professor to begin August, 1992. Qualifications include a doctorate in Educational Foundations, Curriculum and Instruction, or a related field, and three years of public school teaching experience in elementary and/or secondary classrooms. The position involves teaching general education courses (Introduction to Education, Human Growth and Development) at the undergraduate level.

Educational Foundations Assistant Professor. The School of Education at the College of Education, Georgia State University, is seeking a tenure-track position in foundations of education at the level of Assistant Professor to begin August, 1992. Qualifications include a doctorate in Educational Foundations, Curriculum and Instruction, or a related field, and three years of public school teaching experience in elementary and/or secondary classrooms. The position involves teaching general education courses (Introduction to Education, Human Growth and Development) at the undergraduate level.

Design Department Head Carnegie Mellon University

Carnegie Mellon University, which pioneered design education more than 50 years ago, is focused on redefining its design program. We're looking for a person to head our Department of Design, a department that grants degrees in both graphic and industrial design. We need the right person, someone with vision and energy who knows design, is committed to education, understands business, and manages well.

Please send a current vita to: Daniel Horvath, Chair, Search Committee, Department of Design, MM110 Carnegie Mellon University, Pittsburgh, PA 15213-3830.

Application deadline is Jan 31, 92. Carnegie Mellon University is an affirmative action/equal opportunity employer.

Incarnate Word College

AMY FREEMAN LEE CHAIR IN HUMANITIES AND FINE ARTS

Applications and nominations are invited concerning distinguished teachers for appointments to the Amy Freeman Lee Chair. This will be the first appointment to the chair. The intent is a 1-semester appointment, but this is negotiable.

The duties of this position will be teaching undergraduate students, planned contract with faculty for faculty development, and delivering public lectures, performances, etc. Arrangements are flexible.

Applicants are expected to be accomplished in their own fields and expert teachers who can speak the community to lively thought and discussion both in and out of the classroom. In accordance with the life and spirit of Amy Freeman Lee, preferences will be given to applicants with proven dedication to the liberal arts, and with interests in interdisciplinary and multi-cultural studies.

Nominations should include a bio and names of references. For applications, send complete curriculum vitae and references to: Donna Aronson, Incarnate Word College, 4301 Broadway, San Antonio, Texas 78209-0357. Review of submissions will commence on February 15, 1992 and continue until the position has been filled.

graduate and graduate levels, research and publications, and service to the college, community, and profession. The College of Charleston is an affirmative action/equal opportunity institution. 123025.

Educational Foundations Assistant Professor. The School of Education at the College of Education, Georgia State University, is seeking a tenure-track position in foundations of education at the level of Assistant Professor to begin August, 1992. Qualifications include a doctorate in Educational Foundations, Curriculum and Instruction, or a related field, and three years of public school teaching experience in elementary and/or secondary classrooms. The position involves teaching general education courses (Introduction to Education, Human Growth and Development) at the undergraduate level.

Educational Foundations Assistant Professor. The School of Education at the College of Education, Georgia State University, is seeking a tenure-track position in foundations of education at the level of Assistant Professor to begin August, 1992. Qualifications include a doctorate in Educational Foundations, Curriculum and Instruction, or a related field, and three years of public school teaching experience in elementary and/or secondary classrooms. The position involves teaching general education courses (Introduction to Education, Human Growth and Development) at the undergraduate level.

Bulletin Board

(202) 466-1050

NATIONAL COLLEGE OF EDUCATION



National-Louis University

National-Louis University is a private, independent institution which has honored its second century of academic excellence. The institution serves students at three Chicago area campuses and at academic centers in McLean, Virginia; St. Louis, Missouri; Tampa, Florida; Milwaukee-Beloit, Wisconsin; Atlanta, Georgia; and Haldenborg, Germany.

National College of Education is dedicated to the preparation of exemplary educational professionals at the master's level, master's and doctoral levels. The College offers a 120 full-time program. The College also maintains the Baker Demonstration School on the Evanston Campus, providing students and faculty with opportunities for observation and research.

These faculty positions (pending budget approval) are tenure track with rank negotiable.

Special Education Position #82105

Responsibilities: teach graduate level courses in learning disabilities, language disorders, educational and diagnostic assessment as well as participate in seminars, collaborative activities and student teaching supervision. Qualifications: an earned doctorate in special education or a related field; previous teaching experience; a developing area of research.

Interdisciplinary Studies in Curriculum and Instruction Position #82102

Faculty position available in innovative M.Ed. generalist programs for experienced K-12 school teachers. Field-based faculty work closely with small initial groups of veteran classroom practitioners offering progressive, integrated, two-year curriculum stressing teacher reflection, innovation and research. Qualifications: earned Ph.D. or Ed.D. in curriculum or related field.

Mathematics Education Position #82107

Responsibilities: teach and advise undergraduate and graduate students enrolled in mathematics education courses designed for elementary and middle school teachers; play an active role in program development, research and service. Qualifications: an earned doctorate in mathematics education or a related field of study; successful teaching experience in public schools (grades K-12); a strong background in mathematics; a commitment to quality teaching, including an interest in progressive and innovative teaching; demonstrated excellence in research and other scholarly activities.

Educational Psychology Position #82103

Responsibilities: teach graduate courses in school psychology; work with Ed.S. and Ed.D. candidates; supervise practice and internships; direct student research; maintain an active research program; advise students. Qualifications: applicants must have a Ph.D. or Ed.D., school psychology certification and an established research program.

Foundations and Research Position #82104

Responsibilities: teach master's and doctoral level courses in educational foundations; develop and maintain a program of research and publish; play an active role in program development, research and service; university governance. Qualifications: an earned doctorate in educational foundations; a record of research and publication; public or private school (K-12) teaching experience; demonstrated record of successful teaching at the graduate level; experience advising master's and doctoral level students and directing both theses and dissertations.

Foundations and Research Position #82110

Responsibilities: teaching master's and doctoral courses in quantitative research; advising students at the master's and doctoral levels; develop and publish on research projects; develop and maintain a program of research and publication. Qualifications: doctorate in educational research or related areas; familiarity with computer statistical packages (SAS and SPSS); expertise in multivariate and nonparametric statistical methods; experience in school-based research; a record of funded research and/or publications. Desirable: knowledge of item response theory; a record of successful college teaching.

Educational Leadership Position #82100

Responsibilities: teach courses in the areas of educational planning, policy, management strategies, curriculum development, staff development and instructional supervision at multiple sites in the Chicago and area; doctoral dissertation advising; student advising. Qualifications: Ed.D. or Ph.D. in educational administration or a related field; public school administrative experience.

Educational Leadership Position #82108

Responsibilities: teach courses in finance, law and negotiations at multiple sites in the Chicago and area; student advising; assist on doctoral committees. Qualifications: Ed.D. or Ph.D. in educational administration or a related field; public school administrative experience.

Educational Leadership Position #82106

Responsibilities: teach courses in staff development, instructional supervision, school community relations, staff evaluation and policy implementation at multiple sites in the Chicago and area; student advising; assist on doctoral committees. Qualifications: Ed.D. or Ph.D. in educational administration or a related field; public school administrative experience.

The deadline for applications is open, therefore, candidates are encouraged to apply as soon as possible. (Please note that earned doctorates must be completed by September 1992.) The expected starting date for each position is September 1992.

Interested candidates should send a letter of interest, current vita, and the names and addresses of three references to: Office of Faculty Services, National-Louis University, 2840 Sheridan Road, Evanston, Illinois 60201.

National-Louis University is an Affirmative Action, Equal Opportunity Employer.

STOCKTON STATE COLLEGE

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BUSINESS FACULTY POSITIONS

St. Edward's University invites applications and nominations for the following faculty positions available beginning in the Fall Semester 1992:

FINANCE

Assistant/Associate Professor to teach in graduate and undergraduate business programs, advise students and actively participate in planning, coordinating, and enhancing Finance as a major area of study. Doctorate in Finance preferred. Tenure track. Salary: \$35,000-\$45,000 for nine months depending upon qualifications. Extra compensation for summer courses and possibility of endowed chair.

MANAGEMENT (2 POSITIONS)

Assistant/Associate Professor to teach in graduate and undergraduate business programs, advise students and actively participate in planning, coordinating, and enhancing Management as a major area of study. Doctorate in Management preferred. Concentration in Behavioral Management, Quantitative Methods, and Management Information Systems preferred. Tenure track. Salary: \$32,000-\$40,000 for nine months depending upon qualifications. Extra compensation for summer courses.

REVIEW OF APPLICATIONS WILL BEGIN IMMEDIATELY AND CONTINUE UNTIL POSITIONS ARE FILLED.

St. Edward's University is an independent Catholic University with a commitment to a diversified community. The current enrollment is 3,100. The campus is located on a hilltop overlooking Austin, the capital city of Texas. The school was founded by the Congregation of Holy Cross and chartered in 1885.

Please send letter of application, vitae, and three letters of reference regarding professional performance to:

School of Business Search Committee
Campus Mail Box 1020
St. Edward's University
3001 South Congress Ave.
Austin, Texas 78704

St. Edward's University embraces excellence through diversity and especially encourages applications from members of underrepresented groups.



Chair Occupational Therapy Department

Assistant/Associate Professor and Chair of new OT department. Doctorate preferred; Master's, eligibility for Ohio Licensure, teaching service and administrative experience required. Chair will continue to develop and will implement a new bachelor's level program in Occupational Therapy which is scheduled to begin September 1993. Duties include administration, teaching (specialization open) and scholarly activity. Xavier is an urban Jesuit university with a strong commitment to professional education in the liberal arts tradition. Position starts September, 1992. Final date for application is February 15, 1992. AV/EO.

Send letter of application, resume and three letters of reference to:
Chair OT Search Committee
119 Altier Hall
Xavier University
Cincinnati, Ohio 45207

Numerical/Analytical/Technical/Managerial/Scientific. The Department of Mathematics at the Philadelphia College of Podiatric Medicine (PCOM) seeks candidates for a tenure-track position in Spanish at the master's level beginning August, 1992. The position is an interdisciplinary two semester course on Intellectual Heritage. The intellectual heritage course is required of all second-year students at the college and will be offered initially in the Fall, 1992; a syllabus is available for review. The position is a full-time position with a salary commensurate with qualifications. The position is an affirmative action and equal opportunity position. Send letter of application, resume and three letters of reference to: Dr. William E. Davis, Chair, Department of Mathematics, PCOM, 3500 Veterans Parkway, Cincinnati, Ohio 45227. Application deadline: March 1, 1992. Women and minorities are encouraged to apply. PCOM is an affirmative action and equal opportunity employer.

Human Resource Development Director. The Human Resource Development Director, Xavier University's Master's program in Human Resource Development, is seeking applications for assistant professor, tenure-track position in organizational and career development. Qualifications: Ph.D. in Human Resource Development or related field. Experience in teaching and advising students in the field of Human Resource Development. Salary commensurate with qualifications. Send letter of application, resume and three letters of reference to: Dr. William E. Davis, Chair, Department of Mathematics, PCOM, 3500 Veterans Parkway, Cincinnati, Ohio 45227. Application deadline: March 1, 1992. Women and minorities are encouraged to apply. PCOM is an affirmative action and equal opportunity employer.

Industrial Education/Manufacturing. The Industrial Education/Manufacturing Department at Xavier University is seeking applications for an assistant professor, tenure-track position in the field of Industrial Education/Manufacturing. The position is a full-time position with a salary commensurate with qualifications. The position is an affirmative action and equal opportunity position. Send letter of application, resume and three letters of reference to: Dr. William E. Davis, Chair, Department of Mathematics, PCOM, 3500 Veterans Parkway, Cincinnati, Ohio 45227. Application deadline: March 1, 1992. Women and minorities are encouraged to apply. PCOM is an affirmative action and equal opportunity employer.

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Texas A&M University DEPARTMENT HEAD Department of Health & Kinesiology College of Education

The College of Education at Texas A&M University invites applications for Head of the Department of Health and Kinesiology. The Department of Health and Kinesiology has 63 full-time faculty with 120 graduate and 800 undergraduate students. Areas of specialization include: health education, safety, pedagogy, sports management, exercise science, and outdoor leadership.

The position requires an earned doctorate. The successful candidate will have academic experience in administering and delivering one or more programs associated with the designated area of specialization. This person will be expected to: provide visionary leadership in enhancing baccalaureate, masters and doctoral programs; coordinate research, teaching, and to publish in scholarly journals. Experience with extramural funding is highly desirable. The position also requires the administration of a very large physical education activity program and recreational sports program. Salary and rank will be commensurate with experience.

Date of employment is negotiable, but anticipated to be August 1, 1992. Complete applications with cover letter, curriculum vitae, and a letter of recommendation should be sent to the search committee by February 29, 1992. Materials should be sent to:

Jon Demton
Chair, Search Committee
Texas A&M University
College Station, TX 77843-4222
409-845-5311

Texas A&M University is an Equal Opportunity, Affirmative Action Employer

Oregon State University DEPARTMENT OF EXERCISE AND SPORT SCIENCE

PHYSICAL EDUCATION: Oregon State University, Department of Exercise and Sport Science, Movement Studies for the Disabled. Assistant Professor, Department of Exercise and Sport Science is seeking applications for a tenure track position with the area of Movement Studies for the Disabled. The position will be expected to teach undergraduate and graduate courses in Movement Studies for the Disabled, and other areas consistent with the department's conduct of research and teaching. The position is an affirmative action and equal opportunity position. Send letter of application, resume and three letters of reference to: Dr. Christine W. Mansueti, Chair, Department of Exercise and Sport Science, Langston Hall 214, Oregon State University, Corvallis, Oregon 97331-3023. Closing date for this position is February 14, 1992. Oregon State University is an Affirmative Action, Equal Opportunity institution. Oregon State University has a policy of being responsive to the needs of dual career couples.

Chair interest to candidate. Qualifications: Ph.D. in Geography, Geology, or Environmental Science. Teaching experience in physical geography, geomorphology, and environmental science. Research experience in physical geography, geomorphology, and environmental science. Send letter of application, resume and three letters of reference to: Dr. Douglas Pines, Department of Geography, Northern Iowa, Cedar Falls, Iowa 50601. Application deadline: February 15, 1992. Northern Iowa is an Equal Opportunity Employer.

Industrial Education/Manufacturing. The Industrial Education/Manufacturing Department at Xavier University is seeking applications for an assistant professor, tenure-track position in the field of Industrial Education/Manufacturing. The position is a full-time position with a salary commensurate with qualifications. The position is an affirmative action and equal opportunity position. Send letter of application, resume and three letters of reference to: Dr. William E. Davis, Chair, Department of Mathematics, PCOM, 3500 Veterans Parkway, Cincinnati, Ohio 45227. Application deadline: March 1, 1992. Women and minorities are encouraged to apply. PCOM is an affirmative action and equal opportunity employer.

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Wayne State University ASSOCIATE OR FULL PROFESSOR Race and Ethnic Relations

The College of Urban, Labor, and Metropolitan Affairs (CULMA) seeks a distinguished scholar whose primary interest is the study of race and ethnic relations. The position is an associate or full professor level position. The successful candidate will have a Ph.D. and a strong record of scholarship and continuing research in the field of race and ethnic relations. The position is an affirmative action and equal opportunity position. Send letter of application, resume and three letters of reference to: Dr. Christine W. Mansueti, Chair, Department of Exercise and Sport Science, Langston Hall 214, Oregon State University, Corvallis, Oregon 97331-3023. Closing date for this position is February 14, 1992. Oregon State University is an Affirmative Action, Equal Opportunity institution. Oregon State University has a policy of being responsive to the needs of dual career couples.

Associate Professor, Race and Ethnic Relations. The College of Urban, Labor, and Metropolitan Affairs (CULMA) seeks a distinguished scholar whose primary interest is the study of race and ethnic relations. The position is an associate or full professor level position. The successful candidate will have a Ph.D. and a strong record of scholarship and continuing research in the field of race and ethnic relations. The position is an affirmative action and equal opportunity position. Send letter of application, resume and three letters of reference to: Dr. Christine W. Mansueti, Chair, Department of Exercise and Sport Science, Langston Hall 214, Oregon State University, Corvallis, Oregon 97331-3023. Closing date for this position is February 14, 1992. Oregon State University is an Affirmative Action, Equal Opportunity institution. Oregon State University has a policy of being responsive to the needs of dual career couples.

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Wayne State University is an equal opportunity, affirmative action employer

NORTHERN MONTANA COLLEGE Faculty Positions

BUSINESS: Tenure track position in business. Requires a Ph.D. and a strong record of scholarship and continuing research in the field of business. The position is an affirmative action and equal opportunity position. Send letter of application, resume and three letters of reference to: Dr. Christine W. Mansueti, Chair, Department of Exercise and Sport Science, Langston Hall 214, Oregon State University, Corvallis, Oregon 97331-3023. Closing date for this position is February 14, 1992. Oregon State University is an Affirmative Action, Equal Opportunity institution. Oregon State University has a policy of being responsive to the needs of dual career couples.

COMPUTER INFORMATION SYSTEMS: Tenure track position in computer information systems. Requires a Ph.D. and a strong record of scholarship and continuing research in the field of computer information systems. The position is an affirmative action and equal opportunity position. Send letter of application, resume and three letters of reference to: Dr. Christine W. Mansueti, Chair, Department of Exercise and Sport Science, Langston Hall 214, Oregon State University, Corvallis, Oregon 97331-3023. Closing date for this position is February 14, 1992. Oregon State University is an Affirmative Action, Equal Opportunity institution. Oregon State University has a policy of being responsive to the needs of dual career couples.

Interior Design: Interior design position. Requires a Ph.D. and a strong record of scholarship and continuing research in the field of interior design. The position is an affirmative action and equal opportunity position. Send letter of application, resume and three letters of reference to: Dr. Christine W. Mansueti, Chair, Department of Exercise and Sport Science, Langston Hall 214, Oregon State University, Corvallis, Oregon 97331-3023. Closing date for this position is February 14, 1992. Oregon State University is an Affirmative Action, Equal Opportunity institution. Oregon State University has a policy of being responsive to the needs of dual career couples.

International Business/Marketing: International Business/Marketing position. Requires a Ph.D. and a strong record of scholarship and continuing research in the field of international business/marketing. The position is an affirmative action and equal opportunity position. Send letter of application, resume and three letters of reference to: Dr. Christine W. Mansueti, Chair, Department of Exercise and Sport Science, Langston Hall 214, Oregon State University, Corvallis, Oregon 97331-3023. Closing date for this position is February 14, 1992. Oregon State University is an Affirmative Action, Equal Opportunity institution. Oregon State University has a policy of being responsive to the needs of dual career couples.

International Business/Marketing: International Business/Marketing position. Requires a Ph.D. and a strong record of scholarship and continuing research in the field of international business/marketing. The position is an affirmative action and equal opportunity position. Send letter of application, resume and three letters of reference to: Dr. Christine W. Mansueti, Chair, Department of Exercise and Sport Science, Langston Hall 214, Oregon State University, Corvallis, Oregon 97331-3023. Closing date for this position is February 14, 1992. Oregon State University is an Affirmative Action, Equal Opportunity institution. Oregon State University has a policy of being responsive to the needs of dual career couples.

VISITING EMINENT SCHOLAR in BIOLOGY/SCIENCE EDUCATION Jacksonville State University

Jacksonville State University invites nominations and applications for a visiting appointment for 1991-1992 as an Eminent Scholar in the Department of Biology. The appointee ideally will bring to the Department a demonstrated interest and ability in both biology and science education.

The duties associated with this position are negotiable; however, the appointee will be expected to teach one or more undergraduate and/or graduate courses and conduct research in the individual's interest. The Eminent Scholar also will be expected to assist faculty in the development of laboratories that emphasize science as a process in Introductory Biology (and/or other courses) and, depending on qualifications, participate in the development of off-campus environmental activities at Little River Canyon (a proposed National Preserve).

The appointee must hold the Ph.D. and a current rank of associate professor or professor. The individual should enjoy a national reputation for scholarly productivity and have demonstrated excellence in teaching.

Terms of the appointment, including length (12 months or less), salary (very competitive, depending on qualifications, experience and research record) and other support (travel, etc.), are negotiable.

Jacksonville State University is a primarily undergraduate campus, enrolling 8,000 students. Located in Northeast Alabama, it is convenient to both Birmingham and Atlanta.

Nominations/applications accepted until position filled; initial review will begin February 17th. Send letter of application, resume, and the phone numbers/addresses of three references to: Personnel Services, Jacksonville State University, Jacksonville, Alabama 36285.

AN EO/AA EMPLOYER

THE CITY COLLEGE OF NEW YORK, CUNY THE SCHOOL OF EDUCATION

The School of Education of the City College of the City University of New York invites applications for three tenure track positions in the departments of: Elementary Education, Social and Psychological Foundations of Education, and Occupational Education. Outstanding persons with earned doctorates appropriate to the position and proven records of scholarship are sought to teach at the undergraduate and graduate levels. Rank and salary are commensurate with qualifications.

Elementary and Early Childhood Education. Requires a Ph.D. and a strong record of scholarship and continuing research in the field of elementary and early childhood education. The position is an affirmative action and equal opportunity position. Send letter of application, resume and three letters of reference to: Dr. Christine W. Mansueti, Chair, Department of Exercise and Sport Science, Langston Hall 214, Oregon State University, Corvallis, Oregon 97331-3023. Closing date for this position is February 14, 1992. Oregon State University is an Affirmative Action, Equal Opportunity institution. Oregon State University has a policy of being responsive to the needs of dual career couples.

Social and Psychological Foundations of Education. Requires a Ph.D. and a strong record of scholarship and continuing research in the field of social and psychological foundations of education. The position is an affirmative action and equal opportunity position. Send letter of application, resume and three letters of reference to: Dr. Christine W. Mansueti, Chair, Department of Exercise and Sport Science, Langston Hall 214, Oregon State University, Corvallis, Oregon 97331-3023. Closing date for this position is February 14, 1992. Oregon State University is an Affirmative Action, Equal Opportunity institution. Oregon State University has a policy of being responsive to the needs of dual career couples.

Technology and Occupational Education. Requires expertise in mandated middle school curriculum, communications systems (including graphics, video and desktop publishing), and electronic computer applications. The position is an affirmative action and equal opportunity position. Send letter of application, resume and three letters of reference to: Dr. Christine W. Mansueti, Chair, Department of Exercise and Sport Science, Langston Hall 214, Oregon State University, Corvallis, Oregon 97331-3023. Closing date for this position is February 14, 1992. Oregon State University is an Affirmative Action, Equal Opportunity institution. Oregon State University has a policy of being responsive to the needs of dual career couples.

Review of applications to begin on January 31, 1992; search to continue until positions are filled. Candidates for all positions are requested to submit letters of application with the names of three references, curriculum vitae, bibliography of published works, and a sample of scholarly writing to: Chair, The Search Committee, School of Education, NAC 6-207

CITY COLLEGE OF NEW YORK
Convent Avenue & 138th Street
New York, NY 10031
An AA/EEO Employer M/F/D/V

International Programs Director. The International Programs Director, Xavier University's Master's program in Human Resource Development, is seeking applications for assistant professor, tenure-track position in organizational and career development. Qualifications: Ph.D. in Human Resource Development or related field. Experience in teaching and advising students in the field of Human Resource Development. Salary commensurate with qualifications. Send letter of application, resume and three letters of reference to: Dr. William E. Davis, Chair, Department of Mathematics, PCOM, 3500 Veterans Parkway, Cincinnati, Ohio 45227. Application deadline: March 1, 1992. Women and minorities are encouraged to apply. PCOM is an affirmative action and equal opportunity employer.

International Programs Director. The International Programs Director, Xavier University's Master's program in Human Resource Development, is seeking applications for assistant professor, tenure-track position in organizational and career development. Qualifications: Ph.D. in Human Resource Development or related field. Experience in teaching and advising students in the field of Human Resource Development. Salary commensurate with qualifications. Send letter of application, resume and three letters of reference to: Dr. William E. Davis, Chair, Department of Mathematics, PCOM, 3500 Veterans Parkway, Cincinnati, Ohio 45227. Application deadline: March 1, 1992. Women and minorities are encouraged to apply. PCOM is an affirmative action and equal opportunity employer.

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UNIVERSITY OF SOUTHERN CALIFORNIA

Henry R. Luce Professorship in Multiethnic and Transnational Studies

The University invites applications and nominations for the newly-created Henry R. Luce Professorship in Multiethnic and Transnational Studies to begin September 1, 1992. The University seeks a distinguished senior scholar to act as a catalyst for innovative interdisciplinary scholarship in a campus-wide initiative to examine issues of ethnicity and diversity in the contexts of both American society and the emergent global community. The successful candidate will be appointed full professor, and should have academic credentials appropriate for tenure at that rank, though the candidate may or may not be seeking a tenured appointment. Institutional and disciplinary affiliations within the University will be determined through consultation with the successful candidate. Send applications and nominations to: Professor Michael Dear, Chair, Luce Professorship Search Committee, Division of Social Sciences & Communication, University of Southern California, Los Angeles, CA 90089-0112. Applications received by March 1, 1991 will receive immediate consideration, and the search will remain open until the position has been filled. The University is an AA/EEO employer, and especially welcomes applications from women and minority candidates.

master's degree (doctorate preferred) in a field related to the position. The successful candidate will have a strong academic background in both teaching and research in the field of multiethnic and transnational studies. The position is an affirmative action and equal opportunity position. Send letter of application, resume and three letters of reference to: Dr. Christine W. Mansueti, Chair, Department of Exercise and Sport Science, Langston Hall 214, Oregon State University, Corvallis, Oregon 97331-3023. Closing date for this position is February 14, 1992. Oregon State University is an Affirmative Action, Equal Opportunity institution. Oregon State University has a policy of being responsive to the needs of dual career couples.

Liberal Arts/Literature/Literary Studies. The Liberal Arts/Literature/Literary Studies Department at Xavier University is seeking applications for an assistant professor, tenure-track position in the field of Liberal Arts/Literature/Literary Studies. The position is a full-time position with a salary commensurate with qualifications. The position is an affirmative action and equal opportunity position. Send letter of application, resume and three letters of reference to: Dr. William E. Davis, Chair, Department of Mathematics, PCOM, 3500 Veterans Parkway, Cincinnati, Ohio 45227. Application deadline: March 1, 1992. Women and minorities are encouraged to apply. PCOM is an affirmative action and equal opportunity employer.

Liberal Arts/Literature/Literary Studies. The Liberal Arts/Literature/Literary Studies Department at Xavier University is seeking applications for an assistant professor, tenure-track position in the field of Liberal Arts/Literature/Literary Studies. The position is a full-time position with a salary commensurate with qualifications. The position is an affirmative action and equal opportunity position. Send letter of application, resume and three letters of reference to: Dr. William E. Davis, Chair, Department of Mathematics, PCOM, 3500 Veterans Parkway, Cincinnati, Ohio 45227. Application deadline: March 1, 1992. Women and minorities are encouraged to apply. PCOM is an affirmative action and equal opportunity employer.



UNIVERSITY OF CALIFORNIA, IRVINE

Positions in Mathematics Education, Science Education and Educational Administration

The University of California, Irvine seeks applicants for Assistant of Professor positions in Mathematics Education and Science Education, and an Associate Professor position in Educational Administration, for the 1992/93 academic year. Preference will be given to candidates whose work has addressed the needs of diverse school populations. Requirements: Earned doctorate in a pertinent field, a distinguished record of research and scholarly publications, and successful teaching experience. Responsibilities: Successful applicants will participate in instruction within new graduate programs, be actively engaged in scholarly research, and contribute to programs which prepare leaders within K-12 education. UCI is an Affirmative Action Employer and welcomes applications from minorities and women in these or other educational fields, including those who have expertise in educational technology. Applications should include a resume, three letters of recommendation, and copies of recent publications. Applications received by March 1, 1992 will be most timely, although later applications will be accepted. Application materials should be sent to: Alan Hoffer, Director of Education, University of California, Irvine, Irvine, CA 92717



Western Illinois University

Chairperson, Department of Media and Educational Technology

Position: Department Chairperson, Media and Educational Technology. Primary responsibilities are to administer the department of 9 faculty and 1 staff; administer program in photography/media; administer courses in educational computing, library science; develop the master's degree in educational technology; oversee University's Satellite Education Network; manage the College of Education Electronic Classroom and the Instructional Design Services for the College. The chairperson reports to the Dean of the College of Education.

Rank & Salary: Rank appropriate to experience. Salary competitive. Twelve-month contract.

Qualifications: Required: Minimum earned master's degree plus thirty semester hours in a field related to the mission of the department, two or more years of administrative experience in a related area, knowledge of instructional technology, current of professional activities, demonstrated leadership and a vision for the utilization of the educational technology. Preferred: Terminal degree, experience in teaching/administering in higher education, evidence of writing/administering grants, and experience in the application of technology to teaching.

Deadlines: Screening begins after February 18, 1992 and will continue until position is filled. Starting date July 1, 1992.

Send a letter of application, three letters of reference, via, academic transcripts and other documentation of accomplishments to:

Dr. Donald L. Troyer, Chairperson
Media & Educational Technology Search Committee
Western Illinois University
Macomb, Illinois 61455
(309) 290-1961

Western Illinois University is an Affirmative Action, Equal Opportunity Employer strongly committed to diversity.

Algerman, Librarian. The Librarian, Xavier University's Master's program in Human Resource Development, is seeking applications for assistant professor, tenure-track position in organizational and career development. Qualifications: Ph.D. in Human Resource Development or related field. Experience in teaching and advising students in the field of Human Resource Development. Salary commensurate with qualifications. Send letter of application, resume and three letters of reference to: Dr. William E. Davis, Chair, Department of Mathematics, PCOM, 3500 Veterans Parkway, Cincinnati, Ohio 45227. Application deadline: March 1, 1992. Women and minorities are encouraged to apply. PCOM is an affirmative action and equal opportunity employer.

Algerman, Librarian. The Librarian, Xavier University's Master's program in Human Resource Development, is seeking applications for assistant professor, tenure-track position in organizational and career development. Qualifications: Ph.D. in Human Resource Development or related field. Experience in teaching and advising students in the field of Human Resource Development. Salary commensurate with qualifications. Send letter of application, resume and three letters of reference to: Dr. William E. Davis, Chair, Department of Mathematics, PCOM, 3500 Veterans Parkway, Cincinnati, Ohio 45227. Application deadline: March 1, 1992. Women and minorities are encouraged to apply. PCOM is an affirmative action and equal opportunity employer.

Librarian Services Librarian. The Librarian Services Librarian, Xavier University's Master's program in Human Resource Development, is seeking applications for assistant professor, tenure-track position in organizational and career development. Qualifications: Ph.D. in Human Resource Development or related field. Experience in teaching and advising students in the field of Human Resource Development. Salary commensurate with qualifications. Send letter of application, resume and three letters of reference to: Dr. William E. Davis, Chair, Department of Mathematics, PCOM, 3500 Veterans Parkway, Cincinnati, Ohio 45227. Application deadline: March 1, 1992. Women and minorities are encouraged to apply. PCOM is an affirmative action and equal opportunity employer.

Librarian Services Librarian. The Librarian Services Librarian, Xavier University's Master's program in Human Resource Development, is seeking applications for assistant professor, tenure-track position in organizational and career development. Qualifications: Ph.D. in Human Resource Development or related field. Experience in teaching and advising students in the field of Human Resource Development. Salary commensurate with qualifications. Send letter of application, resume and three letters of reference to: Dr. William E. Davis, Chair, Department of Mathematics, PCOM, 3500 Veterans Parkway, Cincinnati, Ohio 45227. Application deadline: March 1, 1992. Women and minorities are encouraged to apply. PCOM is an affirmative action and equal opportunity employer.

... college library staff; developing and maintaining library collection to support curricula, goals and objectives; participation in the library's management council; and staff

CHAIRPERSON

Department of Curriculum,
Instruction & Leadership

Contingent upon funding, the Department of Curriculum, Instruction and Leadership welcomes candidates for the position of Department Chair, a 12-month appointment. The Department has 10 tenure-track faculty and hires part-time faculty for 12 sections. The elementary education faculty selectively admits 75 students annually to a program with an extensive field-based component. The Master's program has two concentrations—one in curriculum and instruction, the other in leadership. The leadership concentration leads to administrative certification for elementary and secondary principals. Approximately 250 graduate students are admitted annually to pre-program status or to Master's, continuing teaching certification and administrator certification programs. Two faculty in the department direct university-wide programs in secondary education (5-year) and in educational administration leading to an Ed.S. degree.

Oakland is a comprehensive regional state university located 30 miles north of Detroit, Michigan. The School of Education and Human Services contains four other departments: Counseling, Human Development and Child Studies; Human Resource Development, and Reading. The School received NCATE accreditation in 1991. The University is an affirmative action, equal employment opportunity employer, and both the School and the Department are committed to educational equity and multicultural education. The Department is an active collaborator in a newly identified Professional Development School located in nearby Pontiac.

An energetic faculty seeks a department chair who values collaborative relationships with schools, is interested in consensus-building among the faculty, engages in active dialogue about teacher education, and supports research activities. They are looking for someone who is enthusiastic, is able to manage a complex department, and has the ability to maintain a positive departmental climate.

Chairpersons teach one class each fall and winter term, are guaranteed a spring or summer teaching overload, and are bargaining members of the AAUP.

Applicants are invited to submit a letter of interest that addresses the above characteristics and the following requirements: an earned doctorate in curriculum, instruction, leadership or educational administration; a minimum of three years' experience in higher education (evidence of leadership or administrative in higher education preferred); and a record of teaching, scholarship and service which would justify an initial appointment with tenure. Preference will be given to individuals who can teach in the leadership doctoral and administrative concentration. Success in grant writing as well as an understanding of the nature of grant administration in a small university is desired. Applicants should submit a comprehensive résumé and the names and telephone numbers of five individuals who have been in the leadership or administrative concentration. Materials should be addressed (no FAXes please) to: Dr. Dyanne Tracy, Search Committee Chair, 502 O'Dowd Hall, Oakland University, Rochester, MI 48309-4401; (313) 370-3061.

Applications received by February 16, 1992 will be given first priority; other applications will be accepted until the position is filled.

MICHIGAN STATE UNIVERSITY
COLLEGE OF EDUCATION

Faculty Position in Special Education: Mildly Handicapped

Assistant or Associate Professor Position in the College of Education at Michigan State University for a candidate of exceptional promise with expertise in the education of the mildly handicapped. This will be a tenure-stream position at the rank of either Assistant or Associate Professor. The position will be in the Department of Counseling, Educational Psychology and Special Education, with a possible affiliation with the Department of Teacher Education. Affiliation with research centers in the college are also possible. The appointment will begin in Fall 1992. Salary will depend upon the applicant's experience and qualifications.

Responsibilities include: (1) applying the principles of cognitive, instructional and social psychology to the problems of mildly handicapped youngsters or adolescents; (2) teaching and advising undergraduate and graduate students in the college; (3) conducting and publishing research leading to improved educational practice and/or policy for mildly handicapped students; (4) participating in the design and implementation of programs in education with an emphasis on preparing regular classroom teachers to work with mildly handicapped and diverse learners.

Desirable qualifications include: (1) earned doctorate in special education or in cognitive development with a focus on mildly handicapped populations; (2) demonstrated research record or strong research potential with applications to mildly handicapped populations; (3) experience teaching or conducting research in K-12 public schools; (4) ability to effectively recruit and mentor graduate students; (5) ability to work collaboratively with K-12 and college faculty; (6) use of comparative/international perspective in educational analysis.

Interested candidates should send by March 15, 1992, a letter of application, a résumé, copies of written work or publications, and three letters of reference to: Richard S. Prasse, Chairperson, Department of CEPE, 449 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034. If a suitable candidate pool is not identified by the deadline date, late applications will be accepted.

Michigan State University is an Affirmative Action, Equal Opportunity Employer.

Appalachian State University is an equal opportunity employer.

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Appalachian
STATE UNIVERSITY
BOONE, NORTH CAROLINA 28608

Chair, Department of Mathematical Sciences

The College of Arts and Sciences at Appalachian State University invites applications for the position of Chair of the Department of Mathematical Sciences. The position will be available beginning July 1, 1992. The successful candidate will have had more than 15 years' experience in teaching and research in mathematics and will have demonstrated leadership in the department and in the college.

Qualifications include: a) an earned doctorate in a field appropriate to the department; b) professional development appropriate to associate professor or professor; c) evidence of academic achievement in teaching and research; d) a commitment to teaching, scholarship and service that is consistent with the mission of the university and department; e) demonstrated teaching effectiveness at the college level; f) the ability to work effectively with colleagues from other disciplines; g) strong interpersonal skills.

Appalachian State University, a member of The University of North Carolina System, is a comprehensive university situated in the heart of the Blue Ridge Mountains. With an enrollment of over 11,000 students, Appalachian offers undergraduate degrees in 130 disciplines and over 70 graduate programs. The primary mission of the university is undergraduate instruction with scholarship and research complementing the instructional mission. Appalachian seeks to attract superior students and faculty through high quality programs and a challenging academic environment.

Undergraduate degree programs in the Department of Mathematical Sciences include pure and applied mathematics, mathematics education, computer science and statistics. Master's degrees are offered in pure and applied mathematics and in mathematics education. A master's degree in computer science is in the development stage.

Application for the position should include a letter of application, a current résumé, names, addresses, and telephone numbers of three or more references. Completed applications must be received no later than 5:00 p.m. on Friday, February 28, 1992. Women and minorities are encouraged to apply. Applications should be sent to:

Dr. Theresa Ealey, Chair
Mathematical Sciences Chair Search Committee
on Dean's Office, College of Arts and Sciences
2001 U.C. Center
Appalachian State University
Boone, NC 28608

Appalachian State University is an equal opportunity employer.

1992-1993

FACULTY POSITIONS
Suffolk University
School of Management

Applications are invited for faculty positions for the following areas of teaching and research:

Accounting-Taxation
Legal Environment of Business
Computer Information Systems
Finance/Economics
Management/International
Marketing

The School of Management, strategically located contiguous to Boston's business, financial, and government centers, enrolls 2,300 students in programs leading to the BSBA, MBA, MSF and MPA degrees. The Advanced Professional Certificate in Business, the Certificate of Advanced Study in Public Administration and the Executive MBA and MPA, JD-MBA, and JD-MPA are also offered. The School's academic programs are accredited by AACSB and NASBA.

Submit academic vitae and references to: Associate Dean Ronald E. Sundberg, School of Management.

8 Ashburton Place
Boston Hill
Boston, Massachusetts
02108-2770

Suffolk University is an Equal Opportunity Employer.

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ST. MARY'S UNIVERSITY



San Antonio, Texas

School of Business and
Administration
Faculty Positions

INFORMATION SYSTEMS

The Department of Decision Support seeks to fill a vacancy in MIS at present the rank is open. Prospective candidates should exhibit a commitment to a balance of high quality teaching and research and value close faculty-student interaction. Levels of productivity, experience, and professional accomplishment should be commensurate with the candidate's academic rank. The department's primary focus is in the areas of management information systems, data bases, systems analysis and design, and computer-based business applications. Additional desirable experience may include management or operations management. An earned Ph.D. or D.B.A. in MIS or Computer Science is required. Contact: Prof. Wendell Anderson, Chair.

MANAGEMENT

The Department of Management and Marketing seeks to fill a vacancy in Management; at present the rank is open. Prospective candidates should exhibit a commitment to a balance of high quality teaching and research and value close faculty-student interaction. Levels of productivity, experience, and professional accomplishment should be commensurate with the candidate's academic rank. The department's primary focus is in the areas of organizational behavior and development, human resources, and international management. An earned Ph.D. or D.B.A. in Management is required. Contact: Dr. Richard Prosser, Chair.

A private, Catholic university in the dynamic, multicultural city of San Antonio, Texas, St. Mary's University enrolls a 4,000 students in the Schools of Business and Administration, Humanities and Social Sciences, Law, and Sciences, Engineering and Technology. There are 800 undergraduates and 200 MBA students in the School of Business and Administration. In addition to the MBA, a joint MPA/ID degree is offered with the School of Law.

Salaries are competitive depending on rank and experience and the position is available starting fall, 1992 term. Initial application, which consists of a letter, a current résumé, and an example of current research, should be received by February 28, 1992.

School of Business and Administration
Albert B. Allard Building
St. Mary's University
San Antonio, Texas 78228-8007

St. Mary's University is an affirmative action, equal opportunity institution.

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Department Head & Professor

Department of Civil and Architectural Engineering

DREXEL UNIVERSITY

The College of Engineering at Drexel University invites applications and nominations for the position of Head, Department of Civil and Architectural Engineering, preferably effective July 1, 1992. Drexel is a 101-year old, cooperative educational institution in Philadelphia, which is centrally located in the Northeastern Corridor. Drexel University has a total enrollment of 11,500 undergraduate and graduate students in its day and evening programs.

Responsibilities include educational leadership of the undergraduate and graduate programs; leadership in the development of departmental sponsored research and an expanded fiscal and resource base; representation of the department on campus, to industry and government agencies; development of interdisciplinary programs; teaching at the undergraduate and graduate levels.

It is preferred that candidates possess the following qualifications: a record of teaching at the college level, scholarly achievement and funded research experience that would merit appointment as a full professor with tenure; an earned Ph.D. with at least one degree in Civil or Architectural Engineering; skills and experience with proven leadership abilities; demonstrated ability to attract funding from public and/or private sources; commitment to function in an interdisciplinary environment; possession or eligibility to obtain professional licenses.

The Department is one of five in the College of Engineering and consists of 17 full-time faculty, 500 undergraduate and 150 full- and part-time graduate students. A rapidly growing Architectural Engineering undergraduate program has been established and accredited with plans to offer graduate degrees in the near future. M.S.C.E. and Ph.D. degrees are offered in the areas of coastal engineering, engineering geology, geotechnical and geospatial engineering, highway and materials engineering, structural engineering and mechanics, water resources and environmental engineering. Annual external funding for faculty research programs has averaged over \$1 million for the last five years.

Screening of applications will begin immediately and will continue until the position is filled. Applicants should send a résumé, names and addresses of three professional references, and other supporting information to:

Dr. Harry G. Harris, Chair
Search Committee
Department of Civil and Architectural Engineering
Drexel University
Philadelphia, Pennsylvania 19104

Drexel University is an equal opportunity, affirmative action employer. Women and minorities are encouraged to apply.

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Indiana State University is an **AACSB**

graduate faculty; and have a minimum of one year's clinical nursing experience. Salaries are commensurate with education and experience. Submit curriculum vitae and

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Bulletin Board
The Chronicle of Higher Education
1255 Twenty-Third Street, NW, Suite 700
Washington, D.C. 20037

Policy Analysis Sex regular classified and under Public Element for High School University, John F. Kennedy School of Government.

Policy Analysis Harvard University. The John F. Kennedy School of Government seeks candidates for junior faculty positions who have had experience in research organizations that address issues in the public sector. Candidates should have demonstrated academic records including an ad-

Policy Analysis and area specialty experience. Courses to be taught include political development and international relations. Ph.D. required for research and advancement to tenure; A.D.Ed. considered for instructor rank. Send letters of application, complete resume, three letters of recommendation (two must be acceptable), and official transcripts of all college and university work to Dean Kenneth P. Goodrich, Limited College, McLean, Virginia 22101. Screening begins Feb. 1987. 25. AAJFV.



DEAN OF TRANSLATION AND INTERPRETATION

Applications and nominations are invited for the position of Dean of Translation and Interpretation (T&I) at the Monterey Institute of International Studies. The position will be available August 1, 1992, but the starting date can be adjusted to meet the requirements of the successful candidate.

The T&I Division of the Monterey Institute has pioneered in the field of professional translation and interpretation in the United States. Students follow a rigorous program consistent with the academic standards expected by CIUTI (of which the Institute is a member), American Translators Association (ATA) and Association Internationale des Interprètes de Conférence (AIIC). While all students in the program must offer English as a working language, they are registered in one or more of the following programs: Chinese, French, German, Japanese, Russian and Spanish. Near native fluency in the languages of study are required at admission. About half of the 100 students in the program are from the United States.

The T&I Program is one of five international career tracks offered at the Monterey Institute, an independent graduate institution currently enrolling about 850 students.

Responsibilities: The Dean of Translation and Interpretation is one of four divisional deans who report to the Academic Dean. The dean is responsible for implementing program requirements and providing leadership for a faculty of 17 regular members; augments that faculty with visiting and adjunct faculty; maintains contacts with the international community of translators and interpreters and with other schools with programs in these fields; coordinates the curriculum and encourages curriculum development; encourages academic research and innovative contributions to the field; maintains high academic and professional standards; and teaches courses in the program.

Qualifications: Candidates for this position must be highly respected professionals in either translation or interpretation with experience in academic administration and in teaching T&I. Professional competence in at least two of the languages of instruction is required. An earned doctorate is preferred, but not required.

Application: The search committee will begin screening candidates on February 15, 1992. Nominations and applications are encouraged prior to that date. Applications received first will receive priority consideration by the search committee. To apply, please submit a letter of application, a current résumé, and the names, addresses and telephone numbers of at least three references to:

Search Committee, Dean of Translation and Interpretation
Monterey Institute of International Studies
425 Van Buren Street, Monterey, CA 93940

The Monterey Institute is an equal opportunity educator and employer and specifically invites and strongly encourages applications from women, minorities, Vietnam-era veterans, and individuals with disabilities.

MONTEREY INSTITUTE OF INTERNATIONAL STUDIES



Calvin College

Calvin College invites applications for the position of Dean of Student Development. The basic function of the position is to ensure that the student development goals of the Student Affairs Division at Calvin College are fostered through all matters relating to new student orientation, student leadership development programs, and student services and policies. Anticipated start date: July 1, 1992. Send application, including résumé and three references, by February 28, 1992 to:

Ms. Connie Bellows
Director of Human Resources
Calvin College
Grand Rapids, MI 49546
(616) 557-6495

Calvin College is an equal opportunity, affirmative action employer and invites and encourages applications from women and minorities.

Psychology: Pacific University invites applications for a full time, tenure track position in clinical/behavioral psychology at the Assistant Professor level. The position is located in the Department of Psychology, Pacific University, Forest Grove, Oregon 97116. Pacific University is an equal opportunity, affirmative action employer. The position is located in the Department of Psychology, Pacific University, Forest Grove, Oregon 97116. Pacific University is an equal opportunity, affirmative action employer. The position is located in the Department of Psychology, Pacific University, Forest Grove, Oregon 97116. Pacific University is an equal opportunity, affirmative action employer.



Wayne State University

DEAN COLLEGE OF NURSING

Detroit, Michigan

Wayne State University invites applications and nominations for the position of Dean of the College of Nursing. The Dean is the chief academic and administrative officer of the College and reports directly to the Provost who serves as chief academic officer of the University.

Qualifications:
1. Earned doctorate
2. Demonstrated excellence in teaching
3. Administrative experience
4. Evidence of research productivity
5. Recognized leadership in nursing education
6. Commitment to affirmative action

Responsibilities: The Dean is to provide leadership for a college dedicated to excellence in teaching, research, scholarship and community service at the undergraduate and graduate levels. The Dean works closely with executives in nursing and other health disciplines throughout the metropolitan area.

College: The College of Nursing has a long history of academic leadership in nursing education. The College currently has 181 full-time and 17 part-time faculty. Over 1,000 students are enrolled in the College's B.S.N., M.S.N., and Ph.D. programs.

Appointment: Salary is competitive and dependent upon qualifications and experience. The position is a full-time position. Consideration will be given to candidates who have received a Ph.D. by March 31, 1992.

All candidates should send a letter of application, a curriculum vitae and the names and addresses of three references to:
Marie Draper-Dykes
Associate Provost for Academic Programs
Office of the Provost
4082 Faculty Administration Building
Wayne State University
Detroit, MI 48202

WAYNE STATE UNIVERSITY IS AN
EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER

THE COLLEGE OF WILLIAM AND MARY



Associate Dean for Development and Alumni Affairs

Marshall-Wythe School of Law

The Marshall-Wythe School of Law at the College of William and Mary invites applications for the position of Associate Dean for Development and Alumni Affairs. The Associate Dean is responsible for overseeing the development and alumni affairs of the school. The position is located in the Marshall-Wythe School of Law, P.O. Box 28000, Williamsburg, VA 23187-0700. Send application, including résumé and three references, by February 28, 1992 to:

Dr. John R. H. Smith, Jr.
Director of Development and Alumni Affairs
Marshall-Wythe School of Law
P.O. Box 28000
Williamsburg, VA 23187-0700

The College of William and Mary is an Affirmative Action, Equal Opportunity Employer. Applications from women and minorities are encouraged.

Psychology: Clinical/Child Psychology, University of Wisconsin-Platteville, Assistant Professor, tenure track position. The position is located in the Department of Psychology, University of Wisconsin-Platteville, Platteville, WI 53601. Send application, including résumé and three references, by February 28, 1992 to:

Dr. John R. H. Smith, Jr.
Director of Development and Alumni Affairs
Marshall-Wythe School of Law
P.O. Box 28000
Williamsburg, VA 23187-0700

Psychology: Counseling/Clinical or Counseling Psychology, The University of Georgia, full-time position for staff psychologist (or professional counselor) with Ph.D. and experience in clinical or counseling psychology. The position is located in the Department of Psychology, University of Georgia, Athens, GA 30602. Send application, including résumé and three references, by February 28, 1992 to:

Azusa Pacific University DEAN OF STUDENTS

Azusa Pacific University invites nominations and applications for the position of Dean of Students. The Dean reports to the Vice President for Student Life.

Responsibilities: The dean provides vision and leadership to achieve goals of the Office of Student Life. Specific areas of responsibility include: residence life, campus ministries, student activities/orientation, personal and career counseling, campus safety, and health services.

Qualifications: A maturing and contagious Christian faith; a earned doctorate, five to seven years of significant administrative and supervisory experience in student affairs/higher education; experience with budget development and management; demonstrated ability to integrate curricular and co-curricular programming; demonstrated commitment to staff development; and evidence of excellent oral and communication skills.

Compensation: Competitive with like institutions.

Application process: Applications should include a résumé, letter of application, and names, addresses, and telephone numbers of three references. Please note if you are planning to attend the ACPA or NASPA convention. The expected appointment date is July 1, 1992. Send materials to:

Alice May Fong, Chair
Search Committee for Dean of Students
Azusa Pacific University
901 E. Alhambra Ave., P.O. Box 401
Azusa, CA 91702-7000

Applications should be received by March 2, 1992. The university reserves the right to extend the deadline as circumstances warrant.

Azusa Pacific University is a distinctively Christian, nondenominational, liberal arts university, accredited by the Western Association of Schools and Colleges. It offers educational opportunities at the baccalaureate and master's degrees. As a Christian institution, APU affirms the supremacy of Christ in all areas of life and expects faculty to model Christian values in their professional and non-professional activities.

Azusa Pacific University does not discriminate on the basis of race, sex, age, disability, national or ethnic origin, or status as a veteran in its programs, policies, or procedures. Minorities and women are urged to apply.

Dean

College of Arts and Sciences

Cleveland State University is seeking a creative teacher/scholar to lead the largest academic unit at the center of a comprehensive university. The successful candidate must have:

- a passion for the world of ideas and an openness to their diverse expression;
- a record of intellectual accomplishment worthy of tenure within the college at the rank of Professor;
- demonstrable capacity to lead a complex organization;
- a clear vision of the role of a university in an urban setting;
- evidence of outreach to a multicultural and diverse community and its institutions;
- a commitment to recruitment, retention, and development of diverse university community;
- a sense of perspective and humor.

Minority and women candidates are urged to apply.

The College of Arts and Sciences has approximately 6200 majors and over 400 full and part time faculty in 23 departments and 48 degree granting programs at the baccalaureate, masters and doctoral levels with a budget of \$25 million.

Cleveland State University is a large urban university serving Northeastern Ohio and enrolling approximately 18,000 students in six undergraduate academic colleges (Arts and Sciences, Business, Education, Engineering, Law and Urban Affairs) and the Graduate College.

Cleveland is a renaissance city in a metropolitan area of 2.5 million people. It is blessed with a world-class symphony orchestra, fine museums, the third largest public library in the country and recreational opportunities afforded by Lake Erie and an extensive metropolitan park system, all within the context of a stimulating ethnic and racial balance.

Applications and nominations will be reviewed immediately but accepted only until the deadline of March 1, 1992. Candidates should submit a letter of interest, résumé, and names, addresses and telephone numbers of three references to: Dr. Barbara Green, Search Committee Chair, c/o Office of the Provost, Cleveland State University, Cleveland, Ohio 44115, FAX: (216) 867-8280. Equal opportunity employer, m/f.

CSU Cleveland State University

Psychology: Clinical/Child Psychology, University of Wisconsin-Platteville, Assistant Professor, tenure track position. The position is located in the Department of Psychology, University of Wisconsin-Platteville, Platteville, WI 53601. Send application, including résumé and three references, by February 28, 1992 to:

Dean of the School of Education

Bridgewater State College seeks applications and nominations for the position of Dean of the newly formed School of Education. Reporting to the Dean are the departments of Elementary and Early Childhood Education, High School, Middle School and Adult Education, Movement Arts, Health Promotion, and Leisure Studies. Special Education and the Bureau of Career Services will play a critical leadership role in developing and assessing the educational curriculum, hiring faculty, budgeting, and program planning. The Dean will also have significant coordinating functions with the College's new \$10 million Center for Educational Research. The Center is dedicated to improving K-12 and college teaching, especially in mathematics and science, through the applications of computing and communications technologies.

The successful candidate should have a terminal degree (Ed.D. or Ph.D.) in one of the disciplines of the school, a strong, sustained record of research and publication on K-12 issues, a strong record of activity in promoting education professional organizations, extensive experience as a faculty member in an educational department, a record that indicates increasing levels of administrative responsibility appropriate to a school Dean, familiarity with recent trends in K-12 curriculum development and governance, and extensive experience with the requirements of NCATE accreditation of accreditation. The successful candidate will exhibit such personal qualities as integrity, good judgment, creativity and a sense of humor that will allow him/her to work collegially with a wide range of constituencies including other administrators, faculty, school district personnel, and students. A strong commitment to collaborative partnerships with school districts and a strong interest in developing and testing models for integrating the College and its laboratory school with the needs of the region's school districts are also necessary.

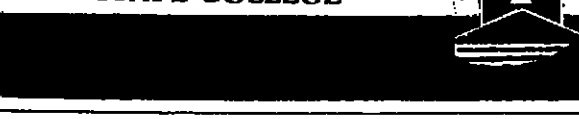
Bridgewater State College is ideally situated in a small New England community close to Boston and Cape Cod. The College has a 150-year tradition of educating teachers. Approximately 38 percent of all current students (undergraduate and graduate) are majoring in education related programs. The College offers Bachelor's and Master's degrees in a variety of educational disciplines as well as the Certificate of Advanced Graduate Study.

SALARY: Competitive

DEADLINE FOR A COMPLETE APPLICATION FILE: Open and continuing, but not later than March 1, 1992. Letter of application, curriculum vitae, and names, addresses and telephone numbers of three references should be submitted by a complete file.

ADDRESS ALL INQUIRIES TO: Professor Judith Ucker, Chairperson of the Search Committee, c/o Office of Human Resources, Bridgewater State College, Bridgewater, MA 02325

Bridgewater STATE COLLEGE



Winona State University DEAN OF THE COLLEGE OF LIBERAL ARTS

Winona State University invites applications and nominations for the position of Dean of the College of Liberal Arts. The Dean is responsible to the Vice President for Academic Affairs, requires strong leadership abilities, along with the ability to manage the fiscal affairs of the college and to work with the faculty organization within a collective bargaining context. The Dean supervises the departments of Art, Communication Studies, English, Foreign Languages, History/Paralegal, Mass Communication, Music, Philosophy, Political Science, Psychology, Sociology/Social Work, and Theatre and Dance. In addition to graduate programs in English and History, there are interdisciplinary programs in Public Administration and Social Science. Supervision is exercised over approximately 100 faculty.

Winona State, a member of the Minnesota State University System, is a comprehensive regional institution. Enrollment is about 7,600 full- and part-time students. The University is situated in the beautiful Mississippi River community of Winona (population 30,000). The Rochester Center campus is located in Rochester, MN, home of the Mayo Clinic and IBM.

The successful candidate must have an earned doctorate from an accredited graduate institution in one of the disciplines represented in the college, at least five years of successful experience in higher education, including both teaching and administration, demonstrated managerial skills in dealing with budgets and business procedures, affirmative action practices and personnel (preferably in a system with faculty collective bargaining), a record of research and publication and other scholarly achievements; an ability to work cooperatively with faculty and within other academic, administrative, and student affairs administrators and familiarity with outcome indicators.

Salary range is competitive, depending on qualifications and experience. Open until filled. Nominations must be postmarked by February 1, 1992. Screening of applications will begin February 21, 1992.

Letter of interest, résumé, and three letters of reference should be sent to: DEAN OF LIBERAL ARTS Search, Affirmative Action Office, P.O. Box 5538, Winona, MN 55997-5538.

Winona State University is an Equal Opportunity, Affirmative Action Employer. Women, minorities and disabled individuals are strongly encouraged to apply.

Psychology: Counseling/Clinical or Counseling Psychology, The University of Georgia, full-time position for staff psychologist (or professional counselor) with Ph.D. and experience in clinical or counseling psychology. The position is located in the Department of Psychology, University of Georgia, Athens, GA 30602. Send application, including résumé and three references, by February 28, 1992 to:

Dr. Barbara Green, Search Committee Chair, c/o Office of the Provost, Cleveland State University, Cleveland, Ohio 44115, FAX: (216) 867-8280. Equal opportunity employer, m/f.

Psychology: Clinical/Child Psychology, University of Wisconsin-Platteville, Assistant Professor, tenure track position. The position is located in the Department of Psychology, University of Wisconsin-Platteville, Platteville, WI 53601. Send application, including résumé and three references, by February 28, 1992 to:

Binghamton STATE UNIVERSITY OF NEW YORK

Invites Applications and Nominations for the Position of

DEAN OF THE SCHOOL OF MANAGEMENT

THE UNIVERSITY AT BINGHAMTON is one of four doctoral-granting, research-based University Centers in the 64-campus State University system. Consistently ranked among the nation's most selective public universities in the quality of its entering freshmen, the University at Binghamton offers over 130 degree programs (approximately half at the Master's and doctoral levels) to 12,000 students (nearly 3,000 graduate) enrolled in four professional schools (Education and Human Development, Engineering, Management, and Nursing) and the Harpur College of Arts and Sciences. Research and instruction are supported by extensive computing facilities and a library system holding over 1,200,000 volumes and large microfilm and journal collections. The greater Binghamton area has a high-technology industrial base, a population of over 250,000, and offers easy access to New York City and Philadelphia.

THE SCHOOL OF MANAGEMENT is AACSB accredited, offers the BS, MS, MBA, and Ph.D. degrees. The School has an enrollment of about 1,100 undergraduate and 400 graduate students. The undergraduate programs in accounting and management are extremely selective, with about 12 applications for every freshman seat.

THE DEAN is the Chief Administrative Officer of the School of Management and has general responsibility for the operation of the School. With the advice of the School's faculty, the Dean is responsible for the development and operation of curricula, for the recruitment of faculty and staff, and for planning and development. In addition, the Dean's responsibilities include the preparation of the School's budget and the establishment and maintenance of appropriate ties between the School and the business community, including executive training programs and other non-credit instructional programs relevant to the School's mission. The Dean reports to the Provost.

CANDIDATES AND NOMINEES should have an earned doctorate in an appropriate discipline, scholarly achievement appropriate for a tenured senior professor, and demonstrated leadership and administrative skills.

FORMAL SCREENING of applications will begin February 1, 1992 and will continue until the position is filled. Anticipated starting date is July 1, 1992. Applications or nominations, including the names, addresses, and phone numbers of four references, should be submitted to:

Professor John C. Gardner
c/o Office of the Provost
State University of New York at Binghamton
P.O. Box 6000
Binghamton, NY 13902-6000

The University at Binghamton is strongly committed to affirmative action, and offers access to its programs and facilities to all persons regardless of race, color, sex, religion, age, disability, marital status, sexual orientation or national origin.

Desirable experience in supporting grant development and research in undergraduate institutions and skill in fostering relationships with the private sector.

Date of Appointment: August 3, 1992.

Salary: Commensurate with qualifications; includes a substantial benefits package.

Application deadline: All nominations must be postmarked on or before February 15, 1992; all applications must be postmarked on or before March 2, 1992.

Application Procedure: Send a letter of application explaining interest in and qualifications for the position; a curriculum vitae; and the names, addresses and telephone numbers of five persons who may be contacted for references to:

Dr. James Gale
Chair of the Search Committee
Office of the Vice President for Academic Affairs
Sonoma State University
Rohnert Park, California 94928

Please refer to number P224 91-92 on all correspondence about this position.

Sonoma State University is an Affirmative Action, Equal Employment Opportunity Institution and is committed to increasing the diversity of its faculty and staff to reflect the increasing diversity of its student body and the State of California. Applications from women and ethnic minorities are encouraged. The campus which has an active Disabled Employee Program, also welcomes applications from those with disabilities.

Dean of the School of Management is an Affirmative Action, Equal Employment Opportunity Institution and is committed to increasing the diversity of its faculty and staff to reflect the increasing diversity of its student body and the State of California. Applications from women and ethnic minorities are encouraged. The campus which has an active Disabled Employee Program, also welcomes applications from those with disabilities.

Dean of the School of Management is an Affirmative Action, Equal Employment Opportunity Institution and is committed to increasing the diversity of its faculty and staff to reflect the increasing diversity of its student body and the State of California. Applications from women and ethnic minorities are encouraged. The campus which has an active Disabled Employee Program, also welcomes applications from those with disabilities.

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Dean of the School of Natural Sciences

Sonoma State University is one of the 26 campuses of the California State University. Located 48 miles north of San Francisco, SSU has an enrollment of 7,500 students and 445 full-time and part-time faculty. The University seeks candidates for the position of the Dean of the School of Natural Sciences.

The Position: The Dean provides both intellectual and administrative leadership to the School which serves approximately 1,200 undergraduate and 115 graduate students majoring in the following departments:

- Biology*
- Chemistry
- Computer and Information Sciences
- Geology
- Mathematics
- Nursing
- Physical Education and Health Sciences*
- Physics and Astronomy

*Offers Master's Degree

Working closely with department chairs and faculty of the School, the Dean administers the academic program; serves as a catalyst for development of new programs and the continued evolution of existing programs; promotes and assures progress toward cultural diversity in the faculty and student body; and assures the effective use of human, fiscal, and physical resources. The Dean is responsible for interpreting the needs and aspirations of the School to the University administration and the needs and policies of the University to department chairs and faculty of the School. The Dean reports to the Vice President for Academic Affairs. Is covered by provisions of the Management Personnel Plan, and serves at the pleasure of the President. The Dean serves on the University academic leadership team, representing the School in all University matters including planning and budgeting. The Dean is accessible to students in all matters relating to their educational welfare and coordinates with and interprets to community groups and institutions, as appropriate, the programs of the School.

Qualifications:

Required: An earned doctorate and academic credentials supporting a faculty appointment in one of the School's departments; undergraduate teaching experience in the candidate's discipline complemented by a record of scholarly research achievements evidenced by appropriate publications or other professional endeavors; a minimum of three years of successful administrative experience requiring academic leadership and stewardship, such as serving as a dean, associate dean, department chair or program director; commitment to laboratory-based instruction and programmatic diversity at both the undergraduate and master's levels; commitment to increasing cultural diversity among the School's faculty, students and curriculum; a history of successful working relationships with students, faculty and administrators; interest in and currency with educational issues and trends; and a clear philosophy of the role of the School in a comprehensive university.

Desirable: Experience in supporting grant development and research in undergraduate institutions and skill in fostering relationships with the private sector.

Date of Appointment: August 3, 1992.

Salary: Commensurate with qualifications; includes a substantial benefits package.

Application deadline: All nominations must be postmarked on or before February 15, 1992; all applications must be postmarked on or before March 2, 1992.

Application Procedure: Send a letter of application explaining interest in and qualifications for the position; a curriculum vitae; and the names, addresses and telephone numbers of five persons who may be contacted for references to:

Dr. James Gale
Chair of the Search Committee
Office of the Vice President for Academic Affairs
Sonoma State University
Rohnert Park, California 94928

Please refer to number P224 91-92 on all correspondence about this position.

Sonoma State University is an Affirmative Action, Equal Employment Opportunity Institution and is committed to increasing the diversity of its faculty and staff to reflect the increasing diversity of its student body and the State of California. Applications from women and ethnic minorities are encouraged. The campus which has an active Disabled Employee Program, also welcomes applications from those with disabilities.

Dean of the School of Management is an Affirmative Action, Equal Employment Opportunity Institution and is committed to increasing the diversity of its faculty and staff to reflect the increasing diversity of its student body and the State of California. Applications from women and ethnic minorities are encouraged. The campus which has an active Disabled Employee Program, also welcomes applications from those with disabilities.

Dean of the School of Management is an Affirmative Action, Equal Employment Opportunity Institution and is committed to increasing the diversity of its faculty and staff to reflect the increasing diversity of its student body and the State of California. Applications from women and ethnic minorities are encouraged. The campus which has an active Disabled Employee Program, also welcomes applications from those with disabilities.

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teaching, research, and publication records, and demonstrate interest in and experience with public policy applications. Those with stipendial research appointments in microeconomics, housing, urban economic development, organizational behavior, state and local public finance, environmental policy, or health are especially urged to apply, but strong applicants in all areas will be considered. Send curriculum vitae, including a cover letter, to:

DEAN

College of Agriculture and
Natural Resources
University of Connecticut

The University of Connecticut invites applications and nominations for the position of Dean of the College of Agriculture and Natural Resources. The University of Connecticut is a land-grant institution located in rural eastern Connecticut with an undergraduate enrollment of 16,000 and a graduate enrollment of 6,000. The College is composed of six academic departments: Agricultural and Resource Economics, Animal Science, Natural Resources Management and Engineering, Nutritional Sciences, Pathology, and Plant Science.

The Dean reports directly to the Provost and Vice President for Academic Affairs and has overall responsibility for personnel, programs, and budgets for the College and the two-year Ratcliffe Hicks School of Agriculture. The Dean also serves as the Director of the Storrs Agricultural Experiment Station and the Director of the Cooperative Extension System. The College of Agriculture and Natural Resources has approximately 350 professional staff and a budget of about \$20 million.

The successful applicant must have a vision and the capability to address the challenges facing the food, agricultural and natural resources systems in a rapidly urbanizing state. Applicants should have the scholarly and teaching credentials appropriate for appointment in an academic department within the College at the rank of full professor.

Our strong preference is to have the Dean in place by fall, 1992, but other possibilities may be considered. The review of applicants will begin on April 1, 1992 and the search will remain open until a candidate is selected. Nominations or letters of application, accompanied by a curriculum vitae and the names, addresses, and phone numbers of five references, should be submitted to: Dean Search—College of Agriculture and Natural Resources, Office of the Provost and Vice President, University of Connecticut, U-86, Storrs, CT 06269. AA/EOE. (Search #2478)



DEAN

MACKAY SCHOOL OF MINES
University of Nevada, Reno

The Mackay School of Mines is seeking a dean, a creative, energetic leader. The position offers an exciting challenge to lead an excellent teaching and research faculty with rapidly expanding programs, new facilities, and superior equipment. The School of Mines is an academic, research and public service college with more than 100 faculty members, 1,000 students, and a growing research program. Graduate and undergraduate degrees are awarded in chemical engineering, metallurgical engineering, materials science and engineering, computer science, geology, geochimistry, geophysics, geologic engineering, hydrology and hydrogeology, and mining engineering. The School includes the Nevada Bureau of Mines and Geology, the Sedimentology Laboratory, and several research centers. It maintains a collaborative relationship with the Desert Research Institute.

The successful candidate should have an earned doctorate and be tenurable in one of the departments of the school; a record of significant academic, industrial or governmental administrative experience; a demonstrated commitment to outstanding teaching, research and publication; a proven ability to procure external funding; strong interpersonal and communication skills; and the ability to effectively plan, execute, and manage innovative policies and programs.

Applications must include a résumé; a statement of managerial, leadership, teaching and research philosophy; and the names and addresses of five references. Initial screening of applications will begin March 2, 1992. The search will continue until the position is filled. Interviews with finalists will begin during April, 1992. The preferred starting date is July 1, 1992. Salary is open.

Applications, nominations and requests for information should be addressed to: Search Committee, Mackay School of Mines, 110 Academic Affairs Office, 110 Clark Administration Building, Mail Stop 005, University of Nevada, Reno, Nevada 89567. Phone: (702) 794-1740.

The University of Nevada, Reno is an EEO/AA employer and employs only U.S. citizens and aliens lawfully authorized to work in the United States.

Biology: The Chinese University of Hong Kong invites applications for Lecturership in the Department of Biology. Applicants should have a doctoral degree in New Testament Studies. The appointee will teach New Testament Studies, New Testament Greek, and New Testament Exegesis. New Testament Greek and Exegesis will be the primary focus of the position. The appointee will also be responsible for the development of the Department of Biology. The Chinese University of Hong Kong, Shatin, New Territories, Hong Kong. Fax: 852-260-0206 before February 29, 1992. Please enclose a curriculum vitae, a statement of research interests, and a list of references. Salary will be commensurate with qualifications and experience. Consideration will be given to applications from women and minorities. Benefits include leave with full pay.

Religion/Women's Studies/Deans: Deans, Professors in the Study of Women and Gen-

Associate Dean for
The School of Hawaiian,
Asian, and Pacific Studies
UNIVERSITY OF HAWAII
AT MANOA

The School of Hawaiian, Asian and Pacific Studies (SHAPS) invites applications and nominations for the position of Associate Dean (Position No. 89312, M08-N5).

School of Hawaiian Asian and Pacific Studies is comprised of nine area study centers: Center for Chinese Studies, Center for Hawaiian Studies, Center for Japanese Studies, Center for Korean Studies, Center for Pacific Islands Studies, Center for Philippine Studies, Center for Southeast Asian Studies, Center for South Asian Studies, and Center for the Pacific-Asian Region; and one program: Buddhist Studies Program. SHAPS offers five academic programs: B.A. in Asian Studies, M.A. in Asian Studies, B.A. in Hawaiian Studies, M.A. in Pacific Islands Studies and Certificate in Pacific Islands Studies. Several new academic programs are being proposed, including a Master's degree in International Affairs, M.A. in Hawaiian Studies, Ph.D. in Buddhist Studies, Ph.D. in Asian and Pacific Studies and Certificate Programs for Asian Studies.

Duties: The Associate Dean assists the Dean, Center and Program Directors in administration and academic development; facilitates work with university administration and other schools, colleges, and departments outside of SHAPS; carries out routine administrative tasks in the School; works on special projects assigned by the Dean; represents and acts on behalf of the Dean in the Dean's absence.

Minimum Qualifications: Ph.D. or equivalent in an area relevant to the SHAPS; evidence of successful teaching, scholarship and publications associated with one or more areas of Hawaiian, Asian, and Pacific regions; three years as an associate or full professor rank; experience in academic administration; understanding of education and research related to Hawaiian, Asian and Pacific Studies.

Desirable: Understanding of administrative system in post-secondary education. **Salary:** Salary commensurate with qualifications and experience; with a minimum annual salary of \$56,040.

Effective Date: August 1, 1992. **Application and Nominations:** Submit letter of application, full curriculum vitae, and the names, addresses, and phone numbers of three references to: SHAPS Associate Dean Search Committee, University of Hawaii at Manoa, Moore Hall 309, Honolulu, Hawaii 96822. Letters of nomination should be sent to the same address. Telephone inquiries: (808) 956-8818, FAX: (808) 956-6345.

Closing Date: February 15, 1992. **An Equal Opportunity, Affirmative Action Institution.**

Dean Of The College



Centenary College of Louisiana, an independent liberal arts college of 1100 students, invites applications and nominations for the position of academic dean.

The dean is the senior academic administrator of the College; reports to the president, and is responsible for undergraduate degree programs in sixteen departments and three master's degree programs (education, geology, and business). The dean's principal charges are academic policy, faculty development, and personnel matters.

Centenary College will appoint an individual with a commitment to academic excellence, a distinguished record of teaching and scholarship, and a proven ability to lead the college in the future. The successful candidate should possess high academic credentials, ideally a Ph.D. in the liberal arts.

Centenary College is affiliated with the United Methodist Church and is located in Shreveport, Louisiana. It is primarily a residential college. There are 70 full-time faculty members, 81% of whom hold a Ph.D. The current endowment is \$4.1 million. Centenary College is fully accredited by the recognized regional and national agencies.

This position is available 1 June 1992. The Search Committee will begin screening applications in mid-February and will continue to the time of selection. Persons interested in this position should submit a letter of application together with a curriculum vitae and three current letters of reference to:

Professor Lee Morgan, Chair
Dean Search Committee
Centenary College of Louisiana
P.O. Box 4118
Shreveport, LA 71134-1188
(318) 689-5082

Centenary College of Louisiana is an equal opportunity employer.

Religion and Society: College-Rochester Divinity School/Baylor Divinity School. Theological Seminary is seeking a candidate for the position of Dean of the Divinity School. The successful candidate will be responsible for the academic and administrative affairs of the Divinity School. The candidate should have a Ph.D. in a relevant field and a proven ability to lead the college in the future. The successful candidate should possess high academic credentials, ideally a Ph.D. in the liberal arts. Centenary College is affiliated with the United Methodist Church and is located in Shreveport, Louisiana. It is primarily a residential college. There are 70 full-time faculty members, 81% of whom hold a Ph.D. The current endowment is \$4.1 million. Centenary College is fully accredited by the recognized regional and national agencies. This position is available 1 June 1992. The Search Committee will begin screening applications in mid-February and will continue to the time of selection. Persons interested in this position should submit a letter of application together with a curriculum vitae and three current letters of reference to: Professor Lee Morgan, Chair, Dean Search Committee, Centenary College of Louisiana, P.O. Box 4118, Shreveport, LA 71134-1188, (318) 689-5082. Centenary College of Louisiana is an equal opportunity employer.



Bellarmine College

DEAN OF THE W. FIELDING RUBEL
SCHOOL OF BUSINESS

Bellarmine College invites applications and nominations for Dean of the W. Fielding Rubel School of Business.

The Rubel School enrolls more than 435 full-time and 235 part-time undergraduate students and 350 MBA students and consists of departments of economics, business administration, and accounting. The School employs 22 full-time faculty and also houses the Small Business Development Center and a Center for Professional Development that offers continuing programs for the business community.

The Dean of the Rubel School will provide leadership in all academic areas represented in the school by promoting scholarship and faculty development, maintaining quality control, developing and implementing new programs that respond to a changing business and management environment, enhancing existing undergraduate and graduate programs, and creating long-range fiscal and academic plans. The Dean reports to the Vice-President for Academic Affairs.

Bellarmine seeks an individual who possesses an advanced degree from an accredited institution in one of the disciplines represented in the School; at least five years of successful experience in higher education, including both teaching and administration; demonstrated skills in dealing cooperatively with faculty and administrators in other areas including institutional advancement and student affairs.

Situated on a beautiful 120-acre campus in an attractive residential area of Louisville, Kentucky, Bellarmine is the Commonwealth's largest private, independent college. Founded in 1950 by the Catholic Archdiocese of Louisville, Bellarmine is governed by an independent self-perpetuating Board of Trustees and enrolls 2600 students in undergraduate and graduate programs in three schools: Arts and Sciences, the Allan and Donna Lansing School of Nursing, and the W. Fielding Rubel School of Business. The annual operating budget is \$15 million.

Review of applications will begin in February and will continue until the time of selection. Candidates should submit a letter of application, résumé, and the names, addresses and telephone numbers of five references. The appointment may begin as early as June 1, 1992.

Address nominations and applications to:
Rubel School of Business
Search Committee for the Dean
Bellarmine College
2001 Newburg Road
Louisville, KY 40205-0671

Bellarmine College is an Affirmative Action, Equal Opportunity Employer.

Dean
College of Science and Mathematics
Wright State University

Wright State University invites applications and nominations for the position of dean of the College of Science and Mathematics. The dean is expected to provide dynamic leadership in the quest for excellence in teaching, research, and professional service, and must be sensitive to the aspirations of diverse constituencies, including minorities, women, disabled persons, and nontraditional students.

The dean serves as the principal spokesperson and advocate for the college, working with the vice president for academic affairs and the Council of Deans to formulate university policy. The dean works with departmental chairs and faculty in formulating college goals and policy, managing the college's academic resources, and strategic planning, program development, faculty development, resource allocation and budget management, research promotion, fund raising, enrollment management, and relations with external constituencies.

Wright State is located in suburban Dayton, Ohio, a region of technical innovation and accomplishment. The university enrolls more than 17,000 students, including over 2,000 in graduate and professional programs. There are approximately 100 undergraduate, over 30 master's, and five doctoral programs. Research and sponsored programs exceeded \$18 million in 1990-91.

The College of Science and Mathematics has more than 180 tenured and tenure-track faculty in the Departments of Biological Sciences, Chemistry, Geological Sciences, Mathematics and Statistics, Physics, Psychology, Astronomy, Biochemistry, Microbiology and Immunology, and Physiology and Biophysics.

The latter four departments report jointly to the Dean of Science and Mathematics and the dean of Medicine. The Ph.D. program in Biomedical Sciences is also jointly administered by the two deans. The college programs enroll 1,650 undergraduate students and 280 graduate students, including 65 in the BMS Ph.D. program. The college faculty have a tradition of productive scholarship recognized during the past year by external funding exceeding \$5 million.

The ideal candidate for this position will possess a record of excellence in scholarly research that would meet the qualifications for the rank of professor in a department of the college. Significant administrative experience, including evidence of strong personal and budget management skills, is required. In addition, the candidate must demonstrate ability as an organizational leader and a community liaison, and a knowledge of and commitment to the instructional mission of a university as demonstrated by a record of quality teaching or other indicators.

The position is competitive, and a starting date is negotiable. Applicants should provide a letter of interest addressing the above qualifications, a curriculum vitae, and the names, addresses, and telephone numbers of five references. Review of applications will begin on February 17, 1992, but applications will be accepted until the position is filled on June 30, 1992. Send nominations and applications to:

Joseph P. Thomas, Jr.
Dean, School of Graduate Studies
Wright State University
Dayton, OH 45436

Wright State University
Dayton, Ohio 45436

Wright State is an equal opportunity/affirmative action institution.

Religion Studies: The Yale Divinity School seeks a full-time, tenureable position: salary and benefits commensurate with rank and experience. Send cover letter, curriculum vitae, and letters of reference by February 15, 1992, to: Dr. David M. Hay, Dean, Divinity School, 310 South College Street, New Haven, Connecticut 06510. The successful candidate will be responsible for the academic and administrative affairs of the Divinity School. The candidate should have a Ph.D. in a relevant field and a proven ability to lead the college in the future. The successful candidate should possess high academic credentials, ideally a Ph.D. in the liberal arts. Centenary College is affiliated with the United Methodist Church and is located in Shreveport, Louisiana. It is primarily a residential college. There are 70 full-time faculty members, 81% of whom hold a Ph.D. The current endowment is \$4.1 million. Centenary College is fully accredited by the recognized regional and national agencies. This position is available 1 June 1992. The Search Committee will begin screening applications in mid-February and will continue to the time of selection. Persons interested in this position should submit a letter of application together with a curriculum vitae and three current letters of reference to: Professor Lee Morgan, Chair, Dean Search Committee, Centenary College of Louisiana, P.O. Box 4118, Shreveport, LA 71134-1188, (318) 689-5082. Centenary College of Louisiana is an equal opportunity employer.

Religion Studies: College-Rochester Divinity School/Baylor Divinity School. Theological Seminary is seeking a candidate for the position of Dean of the Divinity School. The successful candidate will be responsible for the academic and administrative affairs of the Divinity School. The candidate should have a Ph.D. in a relevant field and a proven ability to lead the college in the future. The successful candidate should possess high academic credentials, ideally a Ph.D. in the liberal arts. Centenary College is affiliated with the United Methodist Church and is located in Shreveport, Louisiana. It is primarily a residential college. There are 70 full-time faculty members, 81% of whom hold a Ph.D. The current endowment is \$4.1 million. Centenary College is fully accredited by the recognized regional and national agencies. This position is available 1 June 1992. The Search Committee will begin screening applications in mid-February and will continue to the time of selection. Persons interested in this position should submit a letter of application together with a curriculum vitae and three current letters of reference to: Professor Lee Morgan, Chair, Dean Search Committee, Centenary College of Louisiana, P.O. Box 4118, Shreveport, LA 71134-1188, (318) 689-5082. Centenary College of Louisiana is an equal opportunity employer.

DEAN, SCHOOLS OF
BUSINESS AND BANKING

SEARCH EXTENDED

Adelphi University seeks an unusual leader of intellectual vision and wide experience for the position of Dean of the Schools of Business and Banking.

At a moment of remarkable changes in every aspect of business, and of reflection nationwide about business education, the Schools have undertaken a wholesale review of their programs, curricula, and practices. The new Dean will be expected to bring this process to a successful conclusion and set the Schools on an original course forward, appropriate to the profession and the times. This development in the Schools occurs in the context of ongoing fundamental transformation in the University as a whole, involving substantive reform of programs and practices in each school and college, and in particular the launching of a university-wide, mandatory Core Curriculum.

Although an earned doctorate and senior experience in business, government, or industry are desirable, the University primarily seeks the right person for this challenging assignment.

Adelphi University, located 20 minutes from Manhattan, enrolls approximately 6,000 FTE undergraduate and graduate students, of whom approximately 400 FTE are in the B.S. and M.B.A. programs in the Schools. In addition to the Schools of Business and Banking, the University is comprised of the College of Arts & Sciences, the School of Education, the School of Social Work, the School of Nursing, the Institute of Advanced Psychological Studies, and University College for adults.

Application deadline: February 14, 1992. Please send letter of application, curriculum vitae, and names, addresses and the telephone numbers of three references to: Chair, Dean of Schools of Business and Banking Search, Office of the Provost, Adelphi University, Box 701, Garden City, NY 11530.

Adelphi University is an Equal Opportunity/Affirmative Action Employer M/F.



A Commitment to Intellect



Bellarmine College

DEAN OF THE COLLEGE OF ARTS
AND SCIENCES

Bellarmine College invites nominations and applications for the Dean of Arts and Sciences.

The School of Arts and Sciences enrolls more than 500 undergraduate majors and 100 graduate students and has 55 faculty in 14 departments: Art, Biology, Chemistry, Communication, Education, English, History and Political Science, Math and Computer Science, Music, Philosophy, Psychology, Sociology and Theology.

The Dean of Arts and Sciences is responsible for the direction and development of the academic programs in Arts and Sciences, fostering high academic standards among faculty and students, enhancing exemplary teaching and scholarship, promoting faculty development, managing the fiscal affairs of Arts and Sciences, and developing long-range plans and strategies to promote academic excellence. The Dean reports to the Vice-President for Academic Affairs.

Bellarmine seeks an individual who possesses a Ph.D. in one of the major disciplines represented in the Arts and Sciences, at least three years' administrative experience in higher education, a record of successful teaching, research and publication, and other scholarly achievements, and the demonstrated ability to work effectively with other deans and administrators in areas such as institutional advancement and student affairs.

Situated on a beautiful 120-acre campus in an attractive residential area of Louisville, Kentucky, Bellarmine is the Commonwealth's largest private, independent college. Founded in 1950 by the Catholic Archdiocese of Louisville, Bellarmine is governed by an independent self-perpetuating Board of Trustees and enrolls 2600 students in undergraduate and graduate programs in three schools: Arts and Sciences, the Allan and Donna Lansing School of Nursing, and the W. Fielding Rubel School of Business. The annual operating budget is \$15 million.

Review of applications will begin in February and will continue until the time of selection. Candidates should submit a letter of application, résumé, and the names, addresses and telephone numbers of five references. The appointment may begin as early as June 1, 1992.

Address nominations and applications to:
Search Committee for the Dean of Arts and Sciences
Bellarmine College
2001 Newburg Road
Louisville, KY 40205-0671

Bellarmine College is an Affirmative Action, Equal Opportunity Employer.

Religion Studies: The Yale Divinity School seeks a full-time, tenureable position: salary and benefits commensurate with rank and experience. Send cover letter, curriculum vitae, and letters of reference by February 15, 1992, to: Dr. David M. Hay, Dean, Divinity School, 310 South College Street, New Haven, Connecticut 06510. The successful candidate will be responsible for the academic and administrative affairs of the Divinity School. The candidate should have a Ph.D. in a relevant field and a proven ability to lead the college in the future. The successful candidate should possess high academic credentials, ideally a Ph.D. in the liberal arts. Centenary College is affiliated with the United Methodist Church and is located in Shreveport, Louisiana. It is primarily a residential college. There are 70 full-time faculty members, 81% of whom hold a Ph.D. The current endowment is \$4.1 million. Centenary College is fully accredited by the recognized regional and national agencies. This position is available 1 June 1992. The Search Committee will begin screening applications in mid-February and will continue to the time of selection. Persons interested in this position should submit a letter of application together with a curriculum vitae and three current letters of reference to: Professor Lee Morgan, Chair, Dean Search Committee, Centenary College of Louisiana, P.O. Box 4118, Shreveport, LA 71134-1188, (318) 689-5082. Centenary College of Louisiana is an equal opportunity employer.

Religion Studies: College-Rochester Divinity School/Baylor Divinity School. Theological Seminary is seeking a candidate for the position of Dean of the Divinity School. The successful candidate will be responsible for the academic and administrative affairs of the Divinity School. The candidate should have a Ph.D. in a relevant field and a proven ability to lead the college in the future. The successful candidate should possess high academic credentials, ideally a Ph.D. in the liberal arts. Centenary College is affiliated with the United Methodist Church and is located in Shreveport, Louisiana. It is primarily a residential college. There are 70 full-time faculty members, 81% of whom hold a Ph.D. The current endowment is \$4.1 million. Centenary College is fully accredited by the recognized regional and national agencies. This position is available 1 June 1992. The Search Committee will begin screening applications in mid-February and will continue to the time of selection. Persons interested in this position should submit a letter of application together with a curriculum vitae and three current letters of reference to: Professor Lee Morgan, Chair, Dean Search Committee, Centenary College of Louisiana, P.O. Box 4118, Shreveport, LA 71134-1188, (318) 689-5082. Centenary College of Louisiana is an equal opportunity employer.

CAPE COD COMMUNITY COLLEGE

Dean of Planning,
Research and Development
Search Re-opened

Executive level management position reporting to the President, responsible for preparation of the College's five-year and biennial budgets; responsible for internal, market, donor and funding source research; manages the College's alumni, fund-raising and grants development activities; oversees the College's Computer Center. Minimum qualifications include:

- A total of at least five years' experience within the following four areas:
 - Overall and development of applied research activities (management experience in a public sector research entity would be helpful).
 - Management of fund-raising and financial development in higher education or non-profit institutions, including knowledge of endowment development and planned giving techniques.
 - Policy and administrative experience in higher education and Massachusetts state government with some knowledge of the state budget process and an understanding of the political, economic and community development issues facing Massachusetts public higher education in general and, if possible, Cape Cod Community College in particular.
 - Contract and grant solicitation and administration with knowledge of potential individual and institutional sources of contract and grant opportunities for a Massachusetts community college.
- Familiarity with computer systems and experience with computerization of a public institution or major office.
- Knowledge of community economic development.
- Proven ability to supervise professional and support staff.
- Demonstrated interpersonal skills and proficiency in oral and written expression.
- A Master's degree (more advanced degree preferred but not required).

To apply, submit letter of application addressing qualifications, current résumé, the names of three current professional references and college transcripts to: Director of Personnel/Affirmative Action, Cape Cod Community College, West Barnstable, Mass. 02668. Deadline for applications: February 7, 1992.

Affirmative Action, Equal Opportunity Employer

Research: Must have at least 2 years' experience in job offered or as research assistant including using the Scanning Laser Doppler Anemometer, Teledyne Flow Meters and Computer Programming. Using the C Language for Data Analysis. Send resume to: Illinois Department of Employment Security, 401 South Street—33 South, Springfield, Illinois 62761. Send 2 copies of résumé, transcripts and college transcripts to: Illinois Department of Employment Security, 401 South Street—33 South, Springfield, Illinois 62761. No call. An Employer paid advertisement.

Research: Research Associate. Develop and implement research programs of clinical research and applying such knowledge to predict three dimensional structures of proteins and peptides, to study lipid binding, and possibly drug binding. Apply physical models and electrostatic effects to study the molecular recognition of proteins and peptides. Send 2 copies of résumé, transcripts and college transcripts to: Illinois Department of Employment Security, 401 South Street—33 South, Springfield, Illinois 62761. No call. An Employer paid advertisement.

Research: Research Associate. Develop and implement research programs of clinical research and applying such knowledge to predict three dimensional structures of proteins and peptides, to study lipid binding, and possibly drug binding. Apply physical models and electrostatic effects to study the molecular recognition of proteins and peptides. Send 2 copies of résumé, transcripts and college transcripts to: Illinois Department of Employment Security, 401 South Street—33 South, Springfield, Illinois 62761. No call. An Employer paid advertisement.

DEAN
HONORS COLLEGE

Kent State University invites applications and nominations for the position of Dean of the Honors College. Kent State University is a Doctoral I institution with a strong commitment to undergraduate education. There are approximately 24,000 students on the Kent campus and 8,900 students on seven regional campuses in northeast Ohio. With 820 undergraduates currently enrolled, the Honors College is one of the largest Honors programs in a state-assisted public university. It is the recipient of a Program Excellence award from the Ohio Board of Regents and is housed in an attractive, state-of-the-art Honors Living/Learning Center.

The Dean of the Honors College reports to the Provost and is responsible for administering, planning, and coordinating the activities of the College and for providing university-wide leadership for the University's liberal education program. As chief executive officer of the College, the Dean has responsibility for and full authority over the budget and personnel in the College; for developing Honors programming in conjunction with the Honors College Policy Council and the academic units; and for serving as a spokesperson for the needs and interests of Honors students.

Nominees and applicants should have a demonstrated commitment to academic excellence. They should possess an earned doctorate or terminal degree appropriate to their academic discipline and a record of teaching and of research, scholarship, or creative achievement sufficient to warrant a faculty appointment as an associate or full professor. Preference will be given to candidates who have had significant administrative experience and a well documented record of progression in levels of responsibility and leadership within Honors education. The ability to work well with others, to be sensitive to the needs of a multi-cultural environment, and to provide leadership within a University setting is required. Nominations of and applications by qualified women and minorities are especially encouraged.

Salary for this position is competitive and commensurate with qualifications. This position will be available July 1, 1992. A letter of application (or nomination), curriculum vitae, and the names of three to five references should be submitted no later than February 15, 1992 to:

Dr. Cheryl A. Casper
Associate Provost for Academic and Student Affairs
Kent State University
P.O. Box 5190
Kent, Ohio 44242
Equal Opportunity/Affirmative Action Employer



Winona State University

DEAN OF THE
COLLEGE OF BUSINESS

Winona State University invites applications and nominations for the position of Dean of the College of Business. The Dean is responsible to the Vice President for Academic Affairs; provides leadership in undergraduate (B.A. and B.S.) and graduate (M.B.A. and M.S.) program development; and coordinates overall administration of the departments of Accounting, Business Education and Office Systems Administration, Economics and Finance, Management and Marketing, the Small Business Institute, Small Business Development Center, and the Bureau of Business and Economic Research. The Dean is also responsible for the business program in Rochester and other off-campus business programs.

Winona State, a member of the Minnesota State University System, is a comprehensive regional institution. Enrollment is about 7,600 full- and part-time students. The University is situated in the beautiful Mississippi River community of Winona (population 30,000). The Rochester Center campus is located in Rochester, MN, home of the Mayo Clinic and IBM.

The successful candidate must have an earned doctorate from an accredited graduate institution in one of the major disciplines represented in the College. He/she must have at least five years of successful experience in higher education, including both teaching and administration, and must demonstrate administrative skills in the areas of budgets and business procedures, personnel (preferably in a system with faculty collective bargaining), and affirmative action practices. Additional requirements are a record of research and publication and other scholarly achievements, orientation toward outcomes indicators, ability to work cooperatively with faculty and other academic, administrative, and student affairs administrators, and ability in business and community relations and resource development.

Salary range is competitive, depending on qualifications and experience. Open until filled. Nominations must be postmarked by February 1, 1992. Screening of applications will begin February 21, 1992.

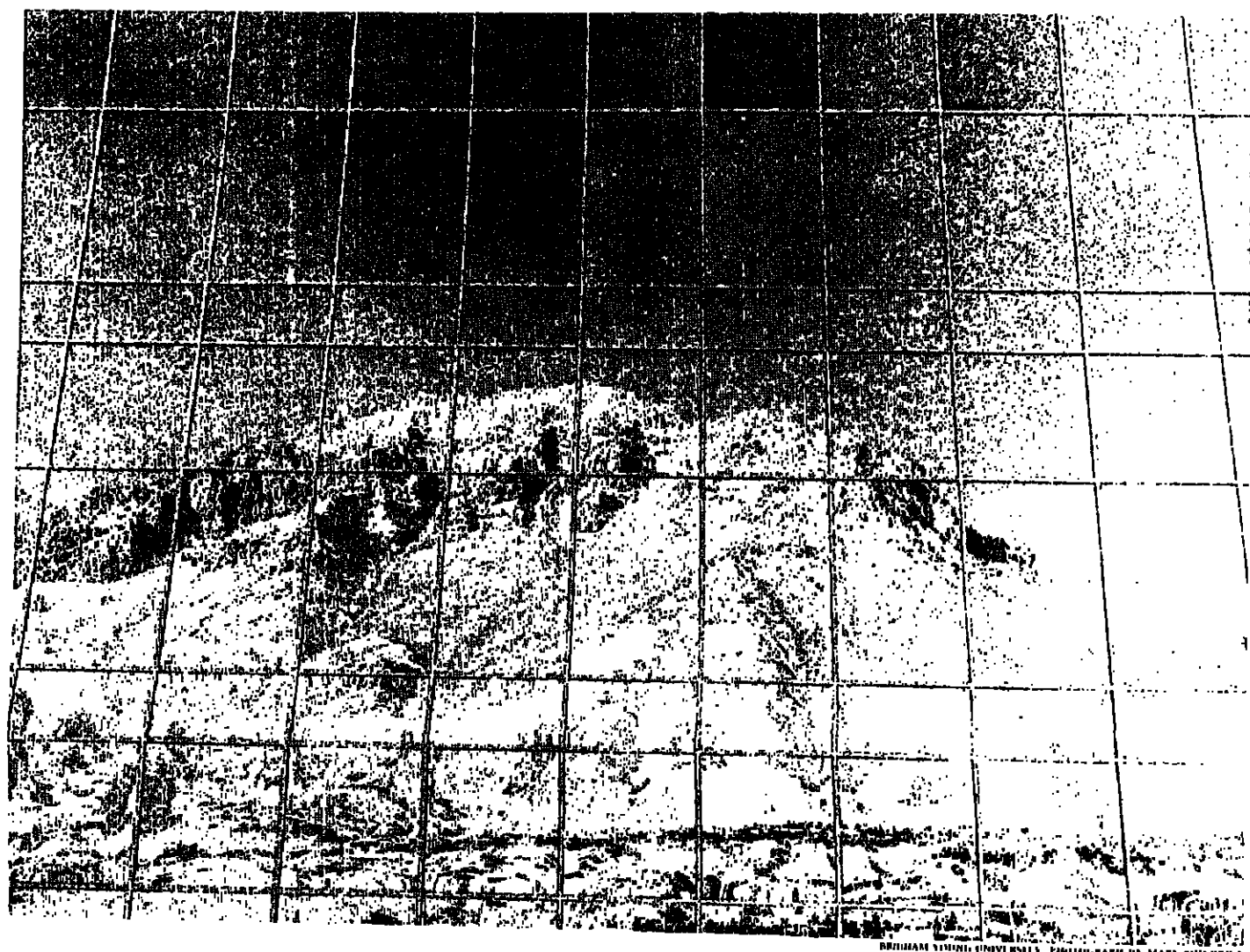
Letter of interest, résumé, and list of at least three references, with phone numbers and addresses, should be sent to: DEAN OF BUSINESS Search, Affirmative Action Office, P.O. Box 8838, Winona, MN 55997-8838.

Winona State University is an Equal Opportunity, Affirmative Action Employer. Women, minorities and disabled individuals are strongly encouraged to apply.

Religion Studies: The Yale Divinity School seeks a full-time, tenureable position: salary and benefits commensurate with rank and experience. Send cover letter, curriculum vitae, and letters of reference by February 15, 1992, to: Dr. David M. Hay, Dean, Divinity School, 310 South College Street, New Haven, Connecticut 06510. The successful candidate will be responsible for the academic and administrative affairs of the Divinity School. The candidate should have a Ph.D. in a relevant field and a proven ability to lead the college in the future. The successful candidate should possess high academic credentials, ideally a Ph.D. in the liberal arts. Centenary College is affiliated with the United Methodist Church and is located in Shreveport, Louisiana. It is primarily a residential college. There are 70 full-time faculty members, 81% of whom hold a Ph.D. The current endowment is \$4.1 million. Centenary College is fully accredited by the recognized regional and national agencies. This position is available 1 June 1992. The Search Committee will begin screening applications in mid-February and will continue to the time of selection. Persons interested in this position should submit a letter of application together with a curriculum vitae and three current letters of reference to: Professor Lee Morgan, Chair, Dean Search Committee, Centenary College of Louisiana, P.O. Box 4118, Shreveport, LA 71134-1188, (318) 689-5082. Centenary College of Louisiana is an equal opportunity employer.

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BULLETIN BOARD: Positions available



Wayne State University
College of Nursing

ASSISTANT DEAN
COLLEGE OF NURSING
URBAN ENVIRONMENT AND HUMAN CARE

The College of Nursing at Wayne State University invites applications and nominations for the position of Assistant Dean of Urban Environment and Human Care. We are seeking a highly creative and visionary individual to provide leadership in faculty in conceptualizing and developing the dimensions of Urban Environment and Human Care through research, programs, and courses of study and clinical practice. The appointee will hold faculty rank and will also have responsibility for teaching and/or research in addition to administrative duties.

QUALIFICATIONS:

- Doctorate in nursing or PhD in related field; master's degree in nursing required.
- Eligible for appointment as Associate/Professor and RN licensure in Michigan.
- A record of teaching and scholarly achievement; administrative experience preferred.
- Strong leadership and interpersonal skills.

RESPONSIBILITIES:

- Stimulate the generation of nursing knowledge through research and facilitate program and project development in the related areas of urban environment, transcultural care, nursing systems and health policy.
- Review and evaluate current area programs; oversee planning and scheduling of area course offerings.
- Actively recruit faculty, determine faculty assignments, stimulate faculty development in teaching and research, and provide collaborative leadership to faculty.
- Plan, coordinate, and evaluate the work of assigned faculty and staff. Make recommendations to hire, promote and terminate as appropriate. Implement Affirmative Action policies in carrying out these responsibilities.
- Participate in and develop new student recruitment activities in collaboration with the Assistant Dean of Student Affairs and maintain a system for academic advisement of students.

TERM OF APPOINTMENT:

- Nine month appointment with additional administrative days during the summer term.

SALARY:

- Base salary will be commensurate with experience and rank with an additional administrative adjustment.

DESCRIPTION OF SETTING:

Wayne State University is a major urban university with a commitment to teaching, research and community service. Located in the heart of the Detroit Cultural Center, the University has vast social, cultural, community and clinical resources and diversity to enrich its programs. The College of Nursing offers baccalaureate, master's and doctoral degrees, and is recognized nationally and internationally for its unique and outstanding offerings. The Center for Health Research is located in the College of Nursing and facilitates the work of faculty in the development of nursing knowledge.

APPLICATION DEADLINE: April 15, 1992

Dr. Marsha Cohen
Chair, Search Committee
College of Nursing
Wayne State University
5557 Cass Avenue
Detroit, MI 48202

APPLICATIONS: A letter of application with curriculum vitae should be submitted to:

Wayne State University is an equal opportunity/affirmative action employer.



Calvin College

Calvin College invites applications for the position of Dean for the Division of Natural Sciences and Mathematics and for the Division of Social Sciences. Responsibilities include administrative leadership in curriculum and faculty development as well as supervision of certain all-college programs. Some teaching or research is normally required. Three year term, renewable, beginning August 1, 1992. Send applications, including cv and references, by February 15, 1992 to:

Ms. Connie Bellows
Director of Human Resources
Calvin College
Grand Rapids, MI 49546
(616) 957-6495

Calvin College is an equal opportunity, affirmative action employer and invites and encourages applications from women and minorities.

Research Associate: Will design and synthesize new electroactive polymers, polymers and polymers for specialty polymer applications in high performance nonlinear optical materials. Will synthesize high quality thin film electrochromic and optoelectronic materials. Will synthesize high quality thin film electrochromic and optoelectronic materials. Will synthesize high quality thin film electrochromic and optoelectronic materials. Will synthesize high quality thin film electrochromic and optoelectronic materials.

Research/Blockchemistry: Research Assistant Professor to conduct independent research in the molecular basis of the fatty liver of the mouse. Locating the role played by monounsaturated acyltransferase. Requires performing cell culture, lipid analysis and separation, and protein purification, as well as methodology development and original interpretation of results. No in-class teaching. Ph.D. in Biochemistry with two years' postdoctoral experience in lipid biochemistry and green purification required. Applicant must be proficient with radioisotope assays and electrophoresis, purification of membrane proteins, computer analysis, and data interpretation, as demonstrated by published research. \$20,000/year, 40 hours/week. Send curriculum vitae to Job Service, 110 West Main Street, Carleton, North Carolina 27510 or your nearest Job Service office. Refer to Job Order #NC 311048.

Research/Blockchemistry: Staff scientist to conduct research on molecular structure to lead course for the Department of Biochemistry and Biophysics, particularly advanced laboratory courses. Background in x-ray, scale protein purification, user-

expression, site directed mutagenesis, enzyme kinetics and fermentation and NMR through preferred. Must have Ph.D. at least two years' postdoctoral training and record of productive research. Send letter of application, curriculum vitae and names of three references to Dr. J. Evans, Department of Biochemistry/Biophysics, Washington State University, Pullman, Washington 99164-4440. WSU is an EEO/AAE employer and employee. Protected group members are encouraged to apply. Application deadline: January 15, 1992.

Research/Blockchemistry: Research Assistant Professor to conduct independent research in the molecular basis of the fatty liver of the mouse. Locating the role played by monounsaturated acyltransferase. Requires performing cell culture, lipid analysis and separation, and protein purification, as well as methodology development and original interpretation of results. No in-class teaching. Ph.D. in Biochemistry with two years' postdoctoral experience in lipid biochemistry and green purification required. Applicant must be proficient with radioisotope assays and electrophoresis, purification of membrane proteins, computer analysis, and data interpretation, as demonstrated by published research. \$20,000/year, 40 hours/week. Send curriculum vitae to Job Service, 110 West Main Street, Carleton, North Carolina 27510 or your nearest Job Service office. Refer to Job Order #NC 311048.

Research/Blockchemistry: Staff scientist to conduct research on molecular structure to lead course for the Department of Biochemistry and Biophysics, particularly advanced laboratory courses. Background in x-ray, scale protein purification, user-

DEAN OF FACULTY

Columbia College is seeking applicants and nominations for the position of Dean of Faculty. The effective starting date is July 1, 1992.

Minimum requirements include:

- An earned doctorate.
- Demonstrated competence in teaching and administration at a college level.
- Demonstrated interpersonal, managerial and communication skills.
- Ability to provide enthusiastic leadership with vision and vigor.
- High ethical standards and personal integrity.
- An understanding of and commitment to the goals and missions of a small, comprehensive college with career-oriented, basic liberal arts studies, and
- Commitment to intercultural and international study programs and faculty.

The Dean of Faculty is the chief academic officer at the Columbia campus, reporting to the President of the College in a multi-management team. The Dean will provide leadership for academic planning, curriculum development and assessment, and faculty and support staff recruitment. Additional responsibilities include the direction of the library, evening and summer school programs as well as related, externally funded programs, administration of instructional budgets, and supervision of academic promotions and tenure.

Columbia College has a solid financial and academic support base with 140 years of service as an alternative institution. It is related, by covenant, to the Christian Church (Disciples of Christ), and uses innovative and flexible models for continued development of a very forward looking nature with a well stated mission and long range plan. The College operates the main campus in Columbia, Missouri, with 19 satellite campuses throughout the world. The student body numbers over 5,000 with over 1,600 in the day and evening programs in Columbia. Presently, all Columbia College programs are undergraduate.

Salary is commensurate with experience. The application review process will begin March 1, 1992, which is the proposed deadline date for consideration.

Candidates must submit a letter of interest, a statement of their philosophy of higher education and/or faculty development, a current resume, and the names and addresses and telephone numbers of three references to the Personnel Office, Columbia College, 1001 Ragans Street, Columbia, Missouri, 65216. AA/EEO.

DUT Code 090.227-010. If not a U.S. citizen, specify current visa status.

Research/Blockchemistry: Research Associate/Assistant Professor with at least two years of research experience in the area of lipid metabolism related to signal transduction. Experience should include isolation and characterization of phospholipids, gangliosides, sphingolipids, neutral lipids, protein-lipid complexes and



Hahnemann University

DEAN OF THE SCHOOL OF HEALTH SCIENCES AND HUMANITIES

Hahnemann University invites nominations and applications for the position of Dean of the School of Health Sciences and Humanities.

THE UNIVERSITY

Hahnemann University is a modern, progressive health sciences institution located in dynamic center city Philadelphia. Hahnemann is comprised of the School of Medicine, the Graduate School, the School of Health Sciences and Humanities, and Hahnemann Hospital, a 616-bed tertiary care center. Approximately 2000 students are matriculated in the three schools of the University, with over 900 students enrolled in the School of Health Sciences and Humanities. The School of Health Sciences and Humanities offers Bachelor and Associate degrees in 13 health sciences and health related professions programs. The School of Health Sciences and Humanities faculty currently numbers over 75 full-time instructors and more than 150 clinical faculty members.

THE POSITION

The Dean of the School of Health Sciences and Humanities will assume responsibility for all aspects of the School including developing academic programs, promoting scholarship and faculty development, maintaining quality control of the educational functions, and developing/implementing long range plans for program and fiscal management. Additionally, the Dean will be expected to oversee present, and develop future, articulation agreements with other academic institutions. The position reports to the Senior Vice President and Chief Academic Officer of Hahnemann University.

QUALIFICATIONS

Candidates should demonstrate excellence in health sciences education, scholarship and leadership and an extensive background in the planning and implementation of health sciences educational programs. An earned doctorate with credentials for full professor in a University department is required, as is a reputation and record of significant scholarship and research accomplishments. The vision to establish innovative programs in response to a changing healthcare environment is also expected.

APPLICATION OR NOMINATION

Applications and nominations will be accepted until March 1, 1992. Applications or nominations should include a letter of interest and a curriculum vitae. Letters of application or nomination should be sent to:

Dr. Pamela Buccelli
Chair, Search Committee for Dean, School of Health Sciences and Humanities

HAHNEMANN UNIVERSITY

315H Building, Mail Stop 505
15th & Vine Streets, Philadelphia, PA 19102-1102
215-448-7176

Hahnemann University is an Equal Opportunity, Affirmative Action Employer and invites and encourages applications from women and minorities.

GEORGE MASON UNIVERSITY

DEAN

Graduate School of Education

George Mason University's Graduate School of Education seeks a leader who understands the critical policy and practice issues facing today's educators. The dean must help the School and University prepare top quality teachers and educational leaders who can meet the challenges of the 21st century. Conventional academic credentials are less important than demonstrated commitment to public education and a track record of successful leadership and management of people and resources. Successful candidates must demonstrate ability to function effectively in multicultural, globally interdependent environments. Advanced degrees and academic achievements typical of senior faculty are desirable but their absence does not rule out candidates who are otherwise strongly qualified for leadership of the School. Send applications and nominations by February 15, 1992 to Dr. Suzanne Swore, Office of the Provost, George Mason University, Fairfax VA 22030. AA/EEO employer.

phospholipases as well as the characterization of lipid and protein kinases, and animal experimentation, and the use of mass and NMR spectroscopy. The proposed research involves studies on membrane lipid metabolism related to cancer cell growth and metastasis. Five day, 40 hour week, \$21,500/year. Send curriculum vitae and three references in duplicate to: NYS Job Service, Marsha Johnson, Center 90704623, 68 West Haver Street, Buffalo, New York 14202.

Research/Biochemistry: Research Associate: Study the interactions between carcinogens and oncogenes using Molecular Biology techniques such as southern and northern blot, genomic DNA amplification by PCR, and DNA sequences using PCR machine and computerized densitometer. MS or equivalent in Biology and two years' experience as a Research Associate, Post Doctoral Fellow, or Assistant Researcher required. Experience must include use of Molecular Biology techniques for research into oncogenic mutations. \$27,000/year. Send resume to: Philadelphia Job Bank, 444 North Third Street, Third Floor, Philadelphia, Pennsylvania 19121. Refer to Job Order #4427932.

Research/Biochemistry: Research Associate: Teach undergraduate chemistry courses (70%) and conduct research (30%). Research focuses on catalytic reactions, electrocatalysis and activation of oxides, by-products and organic allyl and imides. To research into inorganic synthesis of new

and original dihydron compounds. To experiment to find potential industrial, medical or theoretical uses of new dihydron compounds, which are currently active as catalysts. Be guided by chemical theories and state-of-the-art professional literature in the field. Research into inorganic synthesis of new and original dihydron compounds, potential catalysts with industrial or medical potential, or simple of theoretical interest. Guided by chemical theory, and state-of-the-art literature in the field, experiment in creating new compounds. Characterize such new compounds to determine if a new compound has been created. Identify to see if the desired compound has been created. Utilize the following techniques for characterization: (a) electrochemistry, (b) inorganic bonding to theory to help synthesize and characterize new dihydron compounds, and (c) analytical spectroscopy, submitting post-combustion to spectroscopic analysis. May be current and potential postdoc study research for possible publications. Requirements: Must have a Ph.D. degree in Chemistry. Must have published in scientific journals. Must have had at least one graduate level course in each of the following: (a) electrochemistry, (b) inorganic bonding, (c) analytical spectroscopy. Salary: \$18,000 per month, no overtime, 40 hour work week. Apply at the Texas Employment Commission, Houston, Texas, or send resume to The Texas Employment Commission, P.O. Box 1407, Austin, Texas 78778. Job Order #4427932. AA/EEO. Payment paid by an equal opportunity employer.

Bulletin Board
(202) 466-1050

**Vice President for
Academic Affairs and Research
and
Dean of the System Graduate School
UNIVERSITY OF COLORADO SYSTEM**

The Vice President for Academic Affairs and Research and Dean of the System Graduate School is the principal Academic Affairs and Research officer of the University of Colorado System and reports directly to the President of the University. The University of Colorado is a four-campus system with general campuses in Boulder, Colorado Springs, and Denver and a Health Sciences Center in Denver. The four campuses enroll over 40,000 students of whom 10,000 are seeking advanced degrees. Faculty members at the four campuses currently attract over \$200 million annually in externally sponsored awards and grants. The Vice President's office is housed in the Office of the President, located in Boulder.

The Vice President for Academic Affairs and Research works with the four Chancellors and other campus officials in coordinating the development and review of undergraduate academic programs and graduate/professional programs. In addition, this officer is expected to assume a leading role in promoting teaching, research, creative work, and public service within the University System, and in promoting an open and vibrant cultural diversity. The Vice President also represents the University and its values in a broad array of external arenas.

As Dean of the System-wide Graduate School, this individual is the chief academic and administrative officer of the University-wide Graduate School. He or she is responsible for the overall management and effectiveness of the Graduate School programs, is the chair of the Graduate School Executive Committee, and is the presiding officer for meetings of the Graduate School Faculty. Specific responsibilities include insuring compliance with University-wide Graduate School standards for faculty appointment and student admission and graduation requirements; approving new degree programs and major modifications in curriculum; promoting cooperative relationships in research and instruction among the campuses and among colleges, schools, and departments; working with campus deans of the Graduate School; promoting academic and cultural diversity; and resolving multi-campus issues and problems.

Qualifications: The candidate must be an established scholar, eligible for a tenure appointment and an appointment to the graduate school faculty, and must have demonstrated abilities to (a) deal effectively with internal and external constituencies, (b) stimulate faculty research, and (c) promote undergraduate and graduate teaching. Desirable qualifications include: significant administrative and research experience, familiarity with multi-campus university systems, demonstrated success in promoting and supporting diverse populations, and experience in graduate school program development.

Salary: Salary will be competitive and commensurate with experience. The University of Colorado has a strong institutional commitment to the principle of diversity. In that spirit, it is particularly interested in receiving applications from a broad spectrum of people, including women, members of ethnic minorities, and disabled individuals.

Please send letter of application, curriculum vitae, and names and addresses of three references or nominations to:

Mark Wahl
Executive Officer to the President
Campus Box 27
Boulder, CO 80509-0027

The search committee will begin evaluating applications and nominations on January 31, 1992.

The University of Rhode Island
DEAN
of the Graduate School
of Oceanography
and
VICE PROVOST
for Marine Programs

The Dean/Vice Provost directs the activities and administers the budget of a leading oceanographic research and educational institution. A distinguished scientist whose research has attracted international respect and a progressive, energetic, and skilled manager is required. Significant experience with ocean research facilities and demonstrated administrative skills in an academic or research setting are preferred. The position requires ability to provide imaginative leadership to promote the state, national and international role of the institution in oceanography and marine programs.

The preferred starting date is July 1, 1992. Candidates should supply a curriculum vitae, a letter of interest detailing qualifications and experience, and names, addresses and telephone numbers of at least four references. The committee will begin reviewing applications on January 30, 1992 and continue until the search is completed. Applications from minority and women candidates are especially encouraged. Salary commensurate with credentials. Applications and nominations should be addressed to: Dr. Richard J. Gelline, Chair, Search Committee, University of Rhode Island, P.O. Box G, Kingston, RI 02881-0806.

Research/Chemistry: Research Associate needed to conduct pulsed laser kinetic studies under high pressure, to study reaction rates in liquids of substitution reactions of group VI transition metal carbonyls complexed by pulsed laser flash photolysis under high pressures; thermal and photochemical reactions of metalloporphyrins under high pressure; development of high pressure laser systems; UV and FT-IR spectroscopies; normal and high pressure Raman spectroscopy; high pressure spectrofluorimetry; and high pressure studies of kinetic studies and will be responsible for all stages of laboratory research and development. The Research Associate will also write research proposals in liquid and solid state chemistry and the following special responsibilities: presentation of research results at scientific conferences; the position requires a Ph.D. in Chemistry and the following special requirements: demonstrable ability through research in high pressure laser systems; UV and FT-IR spectroscopies; normal and high pressure Raman spectroscopy; high pressure spectrofluorimetry; and high pressure studies of kinetic studies and will be responsible for all stages of laboratory research and development.

POMONA COLLEGE
VICE PRESIDENT
AND DEAN OF STUDENTS

Pomona College seeks an experienced and creative individual to be its Vice President and Dean of Students. Reporting directly to the President, the Vice President and Dean of Students has primary responsibility for establishing a quality and character of student life appropriate to the College's educational goals. The Dean oversees residential and social life, including housing, student activities, the student union, career planning, health and counseling services, student judicial procedures, and the College radio station. The Dean plays a central role in helping the College to achieve both diversity and a sense of community and sits as a permanent member of the Faculty promotion and tenure committee.

The College seeks a mature person with experience in student affairs in a residential college, a deep understanding of liberal arts education, and a commitment to diversity. An advanced degree and experience in college teaching are desirable, but not required. Applications should include a curriculum vitae plus a letter describing the applicant's qualifications, experience, and interest in the position. The names and addresses of at least three references should be provided. The College also invites nominations. Applications will be reviewed until the position is filled, however priority will be given to those received by February 3, 1992. Correspondence should be addressed to:

President Peter W. Stanley
Pomona College
833 North College Way
Claremont, California 91711

Pomona College is an equal opportunity employer. Women and minority candidates are encouraged to apply.

EXECUTIVE VICE PRESIDENT
Planned Giving and Major Fund Development
DEACONESS MEDICAL CENTER FOUNDATION
Spokane, Washington

Seeking qualified person with broad experience in Planned Giving (trusts, annuities, etc.) and stimulating major gifts. Hospital is a pioneer, expanding institution with excellent area-wide acceptance. Located in an area of quality living and lifestyle.

Desired qualifications include: evidence of accomplishment and knowledge in subject area; excellent written and oral communication skills; bachelor's degree required. Salary and benefits competitive. Please send resume and qualifications before February 1, 1992 to:

Robert W. Peters, Vice-Chairman
Search Committee
6104 S. Stone
Spokane, WA 99223

An equal opportunity, affirmative action employer

HURON UNIVERSITY
VICE PRESIDENT FOR ACADEMIC
AND STUDENT SERVICES

Huron University is a private, independent educational institution located in Huron, SD. It enrolls approximately 1,000 students at its campuses in Huron, SD, Sioux Falls, SD, and London, England. The Vice President for Academic and Student Services reports directly to the President and is responsible for all academic and student service activities of the University. This position is the Vice President for Academic and Student Services at the Schools of Business, Nursing, Arts & Science, Education & Human Services, the Library, Student Services, and the Registrar. Qualifications: Ph.D. or D.B.A. from a regionally accredited institution; minimum of 5 years of progressively responsible administrative experience in higher education; experience with international education; excellent interpersonal and communication skills; experience in the private independent higher education environment; a record of academic and scholarly achievement. Applications and nominations should include the following: Letter of application; resume; names and addresses of 5 references. All materials should be received by Dr. John Reynolds, President, Huron University, 333 9th Street SW, Huron, SD 57350. EOE/AFV.

scholarly techniques require line and above-the-line experience, including abstracts, manuscripts, and technical writing, and computer-aided data analysis and analysis. The position requires a Ph.D. in Chemistry and the following special requirements: presentation of research results at scientific conferences; the position requires a Ph.D. in Chemistry and the following special requirements: demonstrable ability through research in high pressure laser systems; UV and FT-IR spectroscopies; normal and high pressure Raman spectroscopy; high pressure spectrofluorimetry; and high pressure studies of kinetic studies and will be responsible for all stages of laboratory research and development.

Research/Chemistry: Research Associate needed to conduct pulsed laser kinetic studies under high pressure, to study reaction rates in liquids of substitution reactions of group VI transition metal carbonyls complexed by pulsed laser flash photolysis under high pressures; thermal and photochemical reactions of metalloporphyrins under high pressure; development of high pressure laser systems; UV and FT-IR spectroscopies; normal and high pressure Raman spectroscopy; high pressure spectrofluorimetry; and high pressure studies of kinetic studies and will be responsible for all stages of laboratory research and development.

Marquette College
Provost and Dean of the College

Marquette College invites applications and nominations for the position of Provost and Dean of the College.

The College: Marquette College is a private, non-sectarian liberal arts college with a primarily residential enrollment of 1,300 and a 13:1 student-faculty ratio. The College houses the sixteenth oldest faculty of Phi Beta Kappa and has recently been ranked the "Number 1 regional liberal arts college in the Midwest" by U.S. News & World Report. The College has a wide variety of traditional liberal arts majors, special curricula in petroleum engineering, sports medicine, and mass media, and two master's degree programs. Through its McDonough Center for Leadership and Business, the College is committed to the cross-curricular development of citizen-leaders.

The Position: The Provost and Dean serves as the chief academic officer, reports directly to the President and is a member of the President's cabinet. The Provost and Dean oversees the College's undergraduate, graduate, and continuing education programs and guides the on-going development and enhancement of the Marquette Plan of general education.

The Candidate: The preferred candidate will be eligible for appointment as a full professor, will have an earned doctorate, a demonstrated commitment to undergraduate teaching in a residential liberal arts setting, and relevant administrative experience.

Initial screening will begin on February 17, 1992. The new Provost and Dean of the College should be prepared to begin his or her duties no later than August 1, 1992. Please send applications or nominations, including a curriculum vitae and three letters of reference to:

Professor Peter Hogan, Chair
Provost and Dean of the College Search Committee
Box P-27
Marquette College
Marquette, MI 49750-3031

Marquette College is an affirmative action and equal opportunity employer and educator. Women and minorities are encouraged to apply.

VICE PRESIDENT FOR RESEARCH AND
DEAN OF THE GRADUATE SCHOOL
NORTHWESTERN UNIVERSITY
EVANSTON AND CHICAGO, ILLINOIS

The Vice President for Research and Dean of the Graduate School is a senior central administrative position with broad responsibilities for stimulating and facilitating graduate education, research, and scholarly activity throughout the University. The Vice President administers the Office of Research and Sponsored Programs, which manages a large and growing funded research program. The Vice President also supervises the technology transfer program and the Office of Research Services Administration which is responsible for the research infrastructure. The Vice President fosters interdisciplinary initiatives and oversees most major research centers. As Dean of the Graduate School the Vice President oversees more than 80 advanced degree programs enrolling approximately 2500 graduate students. The Vice President serves as a member of the President's staff and of the Dean's Council. For full consideration, nominations and applications should be sent by February 1, 1992, to:

Professor Thomas D. Cook
Chair, Search Committee
Northwestern University
2010 Sheridan Road
Evanston, Illinois 60208

Northwestern University is an Equal Opportunity/Affirmative Action Employer and Especially Welcomes Applications from Women and Minorities

Research/Chemistry: Research Associate needed to conduct pulsed laser kinetic studies under high pressure, to study reaction rates in liquids of substitution reactions of group VI transition metal carbonyls complexed by pulsed laser flash photolysis under high pressures; thermal and photochemical reactions of metalloporphyrins under high pressure; development of high pressure laser systems; UV and FT-IR spectroscopies; normal and high pressure Raman spectroscopy; high pressure spectrofluorimetry; and high pressure studies of kinetic studies and will be responsible for all stages of laboratory research and development.

ASSOCIATE PROVOST
FOR
ENROLLMENT MANAGEMENT

The University of Dayton invites applications and nominations for the position of Associate Provost for Enrollment Management. Persons seeking this position should be prepared to contribute to the mission of the institution as a key member of the University's planning and management team.

The University: The University of Dayton, a Catholic, coeducational institution founded by the Society of Mary (the Marist) in 1863, offers a wide variety of undergraduate programs as well as numerous master's and doctoral programs to nearly 11,000 students. Over 1,000 full-time undergraduates are enrolled in the College of Arts and Sciences, the School of Business Administration, the School of Education, and the School of Law. The University of Dayton is the largest independent university in the Midwest, and the eighth largest Catholic university in the nation. Located on the edge of the city, the 102-acre campus offers a rich living and learning environment in an essentially residential student body. The Dayton metropolitan area has a population of over 700,000 and offers many cultural, recreational, and educational amenities.

The Position: The Associate Provost for Enrollment Management reports directly to the Provost and is responsible for the overall management, administration, and leadership of all aspects of undergraduate student recruitment, admission, scholarship, and financial aid. The enrollment management team includes a director of undergraduate recruitment and a director of financial aid. The Associate Provost is also responsible for the development and implementation of the enrollment management plan. The Associate Provost is responsible for the development and implementation of the enrollment management plan. The Associate Provost is responsible for the development and implementation of the enrollment management plan.

Qualifications: The candidate must have substantial experience in the development and implementation of enrollment management strategies, a strong background in staff management, and the ability to plan and supervise large-scale efforts, especially in the area of financial aid. Candidates should be able to emphasize with the educational and religious traditions of the University, and be able to project its strength and character to a diverse clientele. Candidates must have a bachelor's degree, with a preference given to graduate degree holders.

Applications and Nominations: The committee will begin review of applications and nominations on February 20, 1992, and will continue its deliberations until the position is filled. The goal is to have the successful candidate begin work by June 1, 1992. If you are interested in the position, please send a letter of application, curriculum vitae, and three letters of reference to:

Patrick J. Padden, Ph.D.
Chair, Search Committee for the Associate Provost for Enrollment Management
Box 14, University of Dayton, Dayton, OH 45416-1014

The University of Dayton
The University of Dayton is an Equal Opportunity/Affirmative Action Employer

VICE PRESIDENT FOR
ACADEMIC AFFAIRS AND PROVOST
University of South Carolina

The University of South Carolina invites applications and nominations for the position of Vice President for Academic Affairs and Provost. The University, founded in 1801, is the nation's oldest continuously supported state university. Today the University is a dynamic nine-campus public system with a total enrollment of over 40,000, including 25,000 in the USC-Columbia campus of whom more than a third are graduate students. Firmly based in the liberal arts and sciences, the University consists of 17 colleges including medicine and law at Columbia, five regional campuses, and three four-year campuses distributed throughout the state.

The Vice President for Academic Affairs and Provost is the chief academic officer and second ranking officer of the University of South Carolina System, acting for the President in his absence. Responsibilities include:

• leadership in the formulation of academic policy, coordination of teaching, research and public service programs;

• supervision of the allocation of resources in all academic and academic support areas;

• formulation and implementation of policy with respect to employment, promotion, tenure, and faculty development; and

• representation of the University before external bodies, such as the South Carolina Commission on Higher Education and the Budget and Control Board.

The University seeks a candidate who has:

• academic credentials in teaching and scholarship suitable for the rank of Professor at a major university;

• significant accomplishments in academic administration including sensitivity to issues of gender and ethnic diversity; and

• vision and ability to lead the University of South Carolina's continuing development as a major multi-campus public university.

Applicants should submit a letter of application that contains a brief statement of educational philosophy and a curriculum vitae that includes administrative experience, research and teaching, and references. Candidates should be aware that the University may contact any references given, and that all applications and nominations and accompanying materials may be treated as matters of public record.

The University seeks to fill the position by July 1, 1992. Applications and nominations will be accepted until a successful candidate has been selected. Applications, nominations and inquiries should be addressed to:

Professor Donald J. Greiner, Chair
Vice President for Academic Affairs and Provost Search Committee
C/O Office of the Provost
University of South Carolina
Columbia, SC 29208

The University of South Carolina is an Affirmative Action, Equal Opportunity Institution and employer. Women and minorities are encouraged to apply.

Research/Chemistry: Research Associate needed to conduct pulsed laser kinetic studies under high pressure, to study reaction rates in liquids of substitution reactions of group VI transition metal carbonyls complexed by pulsed laser flash photolysis under high pressures; thermal and photochemical reactions of metalloporphyrins under high pressure; development of high pressure laser systems; UV and FT-IR spectroscopies; normal and high pressure Raman spectroscopy; high pressure spectrofluorimetry; and high pressure studies of kinetic studies and will be responsible for all stages of laboratory research and development.

EXECUTIVE VICE CHANCELLOR

Virginia Community College System
Richmond, Virginia

The Virginia Community College System includes twenty-three colleges with thirty-four campuses providing comprehensive educational services to defined service regions within the Commonwealth of Virginia. The State Board for Community Colleges is the governing body for the System, with services provided by the System's Office. For 1991-92, an expected 74,723 FTEs will be served with a System-wide budget of \$263 million.

The Virginia Community College System invites applications and nominations for the position of Executive Vice Chancellor. This individual will act as Chief Operating Officer responsible to the Chancellor for the administration of the system-level divisions of Budget, Data Services, Facilities Planning and Engineering, Finance, Instructional Programs and Student Services, Human Resources and Affirmative Action, and Research and Planning. In the absence of the Chancellor, the Executive Vice Chancellor assumes the responsibilities of the Chancellor.

Candidates should demonstrate a thorough knowledge of the principles of administering and supervising comprehensive divisions of higher education institutions. Excellent interpersonal and communication skills are essential. Experience in public sector higher education and experience as a senior administrator on a community college campus are required; previous administrative experience is preferred. An earned doctorate in an appropriate field is required. Compensation is commensurate with experience and qualifications.

Resumes of experience and qualifications, including those from nominees, must be received by 5:00 P.M. February 14, 1992 at the following address:

System Office, Human Resources Department
Virginia Community College System
101 North 14th Street, 16th Floor
Richmond, VA 23219

The Virginia Community College System is an Equal Opportunity, Affirmative Action Employer and actively seeks applications from women and minority candidates.

PROVOST

WAYNE STATE UNIVERSITY is a Carnegie national research university with a comprehensive urban mission. Its 34,000 students study in twelve schools and colleges offering more than 300 majors and academic programs. Many of its programs are nationally ranked. The Wayne State faculty have a tradition of excellence in teaching and scholarship. External research funding exceeds \$40 million, and faculty are strongly supportive of research support. Located in Detroit's Cultural Center, the University principally serves students from the metropolitan area, but also enrolls students from most states and about 40 foreign nations.

The Provost is the University's chief academic officer.

The deans and academic directors report directly to the Provost, as does the Vice President for Research. The Provost is responsible for educational policy, academic personnel decisions, the development of curricula, and the stimulation of research. In addition, the Provost provides leadership for those public service activities which are educational in character and represents the University on various public and private bodies closely related to the University's academic mission. The Provost also represents the University to other constituencies at the request of the President.

Wayne State University is a constitutionally autonomous public institution governed by an eight-member Board of Governors elected by the citizens of Michigan. Acting through the President, the Provost has the responsibility to present academic policies and issues to the Board of Governors.

Wayne State University seeks nominations and applications for Provost of the University. The institution is an affirmative action, equal opportunity employer which seeks to consider minority people and women for its senior administrative positions. Review of candidates will begin by February 1, 1992 and continue until a successful candidate has been identified.

Please direct correspondence to:

Dr. William H. Markus
Chairman, Provost Search Committee
Office of the President
4200 Faculty/Administration Building
Wayne State University
Detroit, MI 48202

WAYNE STATE UNIVERSITY

Equal Opportunity, Affirmative Action Employer.

Research/Neuropharmacology: Research Associate, 40 hours/week, \$33,000 per year, \$500 a.m.-5:00 p.m., \$100/week. Set up and maintain laboratory. Develop techniques related to the synthesis, purification, and characterization of novel compounds. Send resume to 5210 Woodward Avenue, Room 1000, Detroit, Michigan 48202. Reference #107791.

Research/Molecular Biology: Research Associate, 40 hours/week, \$33,000 a.m.-5:00 p.m., \$100/week. Set up and maintain laboratory. Develop techniques related to the synthesis, purification, and characterization of novel compounds. Send resume to 5210 Woodward Avenue, Room 1000, Detroit, Michigan 48202. Reference #107791.

Research/Pharmacology: Research Associate, 40 hours/week, \$33,000 a.m.-5:00 p.m., \$100/week. Set up and maintain laboratory. Develop techniques related to the synthesis, purification, and characterization of novel compounds. Send resume to 5210 Woodward Avenue, Room 1000, Detroit, Michigan 48202. Reference #107791.

Research/Pharmacology: Research Associate, 40 hours/week, \$33,000 a.m.-5:00 p.m., \$100/week. Set up and maintain laboratory. Develop techniques related to the synthesis, purification, and characterization of novel compounds. Send resume to 5210 Woodward Avenue, Room 1000, Detroit, Michigan 48202. Reference #107791.

Research/Pharmacology: Research Associate, 40 hours/week, \$33,000 a.m.-5:00 p.m., \$100/week. Set up and maintain laboratory. Develop techniques related to the synthesis, purification, and characterization of novel compounds. Send resume to 5210 Woodward Avenue, Room 1000, Detroit, Michigan 48202. Reference #107791.

Research/Pharmacology: Research Associate, 40 hours/week, \$33,000 a.m.-5:00 p.m., \$100/week. Set up and maintain laboratory. Develop techniques related to the synthesis, purification, and characterization of novel compounds. Send resume to 5210 Woodward Avenue, Room 1000, Detroit, Michigan 48202. Reference #107791.

Research/Pharmacology: Research Associate, 40 hours/week, \$33,000 a.m.-5:00 p.m., \$100/week. Set up and maintain laboratory. Develop techniques related to the synthesis, purification, and characterization of novel compounds. Send resume to 5210 Woodward Avenue, Room 1000, Detroit, Michigan 48202. Reference #107791.

PENNSTATE
Fayette
Campus

CAMPUS EXECUTIVE OFFICER

The Pennsylvania State University is seeking qualified candidates for the position of Campus Executive Officer (CEO) for its Fayette Campus. The CEO is the chief administrative officer of the campus and is responsible for administering all of its University programs. The CEO is also responsible for maintaining close relationships with the communities in the campus service area.

The Fayette Campus, a 2004-acre rural community campus, serves a five-county area located in the scenic Laurel Highlands of Southwestern Pennsylvania. The diverse student body is comprised of more than 900 associate and baccalaureate degree seeking students. An additional 4,000 members of the community take advantage of the excellent curriculum of Fayette's continuing education program. Penn State Fayette offers baccalaureate degree programs in Nursing, Administration of Justice, General Arts and Sciences, and the first two years of more than 100 other undergraduate degrees. It also offers 13 associate degree programs and has enjoyed a positive growth since it was founded over 25 years ago. The faculty and staff of the Fayette Campus are highly motivated and dedicated to the University's mission of maintaining a standard of excellence in teaching, research, and service.

Candidates should have an earned doctorate, several years of experience in college and/or university teaching and substantial experience in academic administration. Send two copies of resume to:

Dr. John Leathers
Assistant Vice President
Commonwealth Educational System
11 Old Main Building, Department CHE
University Park, PA 16802

Application Deadline: Monday, February 17, 1992, or until a suitable candidate is selected.

An Affirmative Action/Equal Opportunity Employer
Women and Minorities Encouraged to Apply

Rutgers, The State University of New Jersey

VICE PRESIDENT
FOR STUDENT AFFAIRS

Rutgers University invites nominations and applications for the position of Vice President for Student Affairs.

Rutgers University is a comprehensive public research university with campuses in Camden, Newark, and New Brunswick. The Office of the Vice President for Student Affairs will be located in New Brunswick. The University enrolls over 47,000 students in 26 schools and colleges.

Duties: Reporting to the University Vice President for Academic Affairs, the Vice President for Student Affairs will provide advice and coordination of all issues relating to student affairs. Services for which the Vice President for Student Affairs will have oversight include: Resident Life, Fraternity/Sorority Affairs, Student Activities and Programming, Student Conduct, Student Activities Centers, Student Recreation Centers, Minority Affairs, Student Health Services, Orientation Programs, Gay and Lesbian Services, and Disabled Students Services. The Vice President for Student Affairs will work closely with the Provost and Deans of the three campuses to strengthen the University's cocurricular experience for students and to improve the general quality of the student experience at Rutgers. The candidate will also develop and articulate student issues that have college, campus, and university-wide implications.

Qualifications: Earned doctorate preferred. The successful candidate should have at least five years of administrative experience at a supervisory level. He or she should have demonstrated experience and ongoing commitment to fostering a multicultural community. He or she should possess strong leadership and management skills, and be able to work effectively with faculty and administrators to build a successful student life program. An ability to work well within a collegial governance structure is essential. The candidate should have experience in planning, implementing, and evaluating programs and services that enhance student life and embody academic values. Letters of application or nomination, including a current vitae and the names, addresses and telephone numbers of five references should be sent to:

Search Committee
Vice President for Student Affairs
Old Queen's Building, Room 101

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS
New Brunswick, NJ 08903

Employment eligibility verification required.
Affirmative Action, Equal Opportunity Employer.

week at \$20,871.00 per year salary. Please send resume to: Milwaukee Job Service Office, 619 North 5th Street, Milwaukee, Wisconsin 53203. Attention: Beverly K. Brown. Telephone Number: (414) 227-2222. Fax: (414) 227-2222. Reference #107791.

Research/Pharmacology: Research Associate, 40 hours/week, \$33,000 a.m.-5:00 p.m., \$100/week. Set up and maintain laboratory. Develop techniques related to the synthesis, purification, and characterization of novel compounds. Send resume to 5210 Woodward Avenue, Room 1000, Detroit, Michigan 48202. Reference #107791.

Research/Pharmacology: Research Associate, 40 hours/week, \$33,000 a.m.-5:00 p.m., \$100/week. Set up and maintain laboratory. Develop techniques related to the synthesis, purification, and characterization of novel compounds. Send resume to 5210 Woodward Avenue, Room 1000, Detroit, Michigan 48202. Reference #107791.

Research/Pharmacology: Research Associate, 40 hours/week, \$33,000 a.m.-5:00 p.m., \$100/week. Set up and maintain laboratory. Develop techniques related to the synthesis, purification, and characterization of novel compounds. Send resume to 5210 Woodward Avenue, Room 1000, Detroit, Michigan 48202. Reference #107791.

Research/Pharmacology: Research Associate, 40 hours/week, \$33,000 a.m.-5:00 p.m., \$100/week. Set up and maintain laboratory. Develop techniques related to the synthesis, purification, and characterization of novel compounds. Send resume to 5210 Woodward Avenue, Room 1000, Detroit, Michigan 48202. Reference #107791.

HOLLINS

VICE PRESIDENT
FOR ACADEMIC AFFAIRS

Hollins College, Roanoke, Virginia

Hollins College, located in Roanoke, Virginia, was founded in 1842 as the first chartered women's college in Virginia. Hollins enrolls 1,100 students, 900 undergraduate women and approximately 200 educational graduate students. The diverse student body comes from 36 states and six countries. Of the 92 faculty members, 89% hold a Ph.D. or the highest degree in their field. The college is known for a challenging liberal arts curriculum with 24 majors and 17 minors; graduate programs in Creative Writing, Psychology and Liberal Studies; abroad programs in Paris, London, and Japan; and more recently a creative international service program in Jamaica. Hollins is known for a challenging liberal arts curriculum with 24 majors and 17 minors; graduate programs in Creative Writing, Psychology and Liberal Studies; abroad programs in Paris, London, and Japan; and more recently a creative international service program in Jamaica.

The Vice President for Academic Affairs is a new position at the college and reports directly to the President. The Vice President for Academic Affairs will maintain overall responsibility for the academic programs and faculty staffing for both the undergraduate and graduate levels, including oversight of the process for promotion and tenure for faculty and determination of staffing needs within departments and divisions, and of staffing needs for new programmatic initiatives. The Vice President for Academic Affairs will serve on several standing committees of the faculty and be responsible for compliance with all external evaluators and accrediting boards and for mobilizing internal resources for institutional study. Implementation and monitoring of strategic planning will also devolve to the Vice President for Academic Affairs. The Vice President for Academic Affairs will be charged in facilitating the hiring of faculty from the Hispanic, African American, Native American, Asian American and international communities. Institutional proposals to major foundations will be initiated by and coordinated through the Vice President for Academic Affairs. Overall responsibility for encouraging faculty participation in innovative programs will be shared with the Dean of Faculty.

The Vice President for Academic Affairs must have an earned Ph.D. and possess personal skills which insure acceptance within and respect from all of the constituencies of Hollins College.

Applications: Applicants should send (1) a letter expressing their interest in the position, (2) their curriculum vitae, and (3) the names, titles, addresses, and the telephone numbers of five references (references will not be contacted without the applicant's prior permission) by February 30, 1992.

Nominations: Nominators should send a letter of nomination and, if possible, the nominee's curriculum vitae. Applications and nominations should be sent to:

Professor Harriet Gray
Chair, VPAA Search Committee
P.O. Box 9625
Hollins College
Roanoke, Virginia 24020
(703) 362-6321
FAX (703) 362-6642

Position starting date: July 1, 1992.

Hollins College is an equal opportunity employer.

EASTERN CONNECTICUT
STATE UNIVERSITY
Willimantic, ConnecticutVICE-PRESIDENT FOR
ACADEMIC AFFAIRS

Eastern Connecticut State University invites nominations and applications for the position of Vice-President for Academic Affairs. The University, which serves 4,500 undergraduate and graduate students, is located in Willimantic, midway between New York and Boston.

As chief academic officer of the University, the Vice-President reports directly to the President and is responsible for academic planning and assessment; program and faculty development; academic support systems; and budget management. The successful candidate must have strong leadership qualities, reflected in vision, creativity, and organization, and should possess the following qualifications: earned doctorate from a regionally accredited institution; unquestioned integrity; distinguished record of scholarship and teaching at the college level; administrative, instructional, and successful academic administrative experience at the college level, preferably in the level of Dean or higher for at least three years; excellent management skills in program development, budgeting, and personnel; experience with qualitative and quantitative research; and interpersonal communication skills commensurate to the academy as a human institution evidencing scholarly expertise, sound governance, and a concern for students and a demonstrated ability to work effectively with faculty, students, and staff in fostering academic growth.

Salary and fringe benefits are competitive. Review of applications will begin immediately and continue until a successful candidate is found. Expedient date of appointment will be at the mutual convenience of the successful candidate and University. Applicants should send a letter of introduction, resume, and three letters of recommendation to:

Ms. Conetta Bynum
Office of the President
Eastern Connecticut State University
Willimantic, Connecticut 06226

Eastern Connecticut State University is an Equal Opportunity, Affirmative Action Employer. Applications from women and minority candidates are encouraged.

Social Work: Full-time faculty position available August 1992. Responsibilities include teaching in our B.S.W. program which has a dual focus: social work and social service. Salary is commensurate with experience and qualifications. Send resume and three references to: Ms. Conetta Bynum, Office of the President, Eastern Connecticut State University, Willimantic, CT 06226.

Spanish: Full-time faculty position available August 1992. Responsibilities include teaching in our B.S.W. program which has a dual focus: social work and social service. Salary is commensurate with experience and qualifications. Send resume and three references to: Ms. Conetta Bynum, Office of the President, Eastern Connecticut State University, Willimantic, CT 06226.

UNIVERSITY OF
NEW HAMPSHIREVice President
for Student Affairs

The University of New Hampshire invites applications and nominations for the position of Vice President for Student Affairs. The University of New Hampshire is a public land, space and sea grant institution which serves approximately 11,500 undergraduate and graduate students. The campus is located in Durham, NH, which is a semi-rural town located 11 miles from the coast and 60 miles north of Boston, Massachusetts.

The Vice President for Student Affairs reports directly to the President of the University and is one of the five Vice Presidents comprising the President's executive management team. Officers currently reporting to the Vice President for Student Affairs include Career Services, Health Services, Counseling, Housing, Residential Programs, Student Union/Student Activities, Multicultural Student Affairs, Student Conduct, Parent Programs, Dining, Police and Security Services.

It is the responsibility of the Vice President for Student Affairs to formulate, implement, and evaluate student programs which complement the academic mission of the University and enrich the quality of student life. She or he must oversee the activities of selected campus committees, student government, student organizations, and other related administrative offices. The Vice President for Student Affairs is also responsible and accountable for all fiscal and budgetary matters related to units within Student Affairs.

The successful candidate for this position will have an earned Doctorate in a related field and possess:

- A record of strong administrative and supervisory experience related to student affairs
- Excellent interpersonal and student advocacy skills
- Experience in working with a diverse community of undergraduate and graduate students, faculty, staff, governance groups and the community at large
- Demonstrated success in promoting and supporting a diverse student body

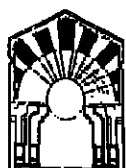
The starting date will be July 1, 1992, or as soon as possible thereafter. Applications will be reviewed beginning February 3, 1992; the review will continue until the position is filled.

Applications and nominations should be sent to:

Dr. Karol LaCroix, Chair
Search Committee for the Vice President for Student Affairs
Office of the President
University of New Hampshire
Durham, NH 03824

Interested applicants should include a letter of interest, curriculum vitae, and names and addresses of at least three references.

The University of New Hampshire is an equal opportunity, affirmative action employer, and specifically invites and encourages applications and nominations from women and minorities.

San Antonio Art Institute
Vice President for
Finance and Administration

San Antonio Art Institute is a 52-year-old independent private non-profit corporation which operates a multi-faceted visual art educational program. The Art Institute added a Bachelor of Fine Arts degree program in 1988 and is currently pursuing accreditation. The school is located on the grounds of the McNay Art Museum and is housed in a three-building, 60,000-square-foot facility. The current budget is in excess of \$1.5 million, with 60 full- and part-time staff and faculty.

Reporting directly to the President, the VPFA is responsible for the accounting, department security and maintenance management information systems and construction. As Chief Financial Officer of the Art Institute, the VPFA oversees budget preparation, preparation of financial statements and projections for the Board of Trustees and Internal use; fiscal control and planning; evaluation and management of the four functional areas of responsibility.

Minimum qualifications include:

1. MBA, MPA or equivalent graduate degree
2. Three years' experience in a private college financial affairs office
3. Microcomputer literacy on DOS systems
4. Ability to communicate effectively in both oral and written form

Salary and benefits are competitive and commensurate with experience and qualifications.

Applications: Please send a current vita and letter of application summarizing your qualifications for the position, and include the names and addresses of three references. Application materials must be postmarked no later than January 31, 1992 and should be sent to:

Director of Human Resources
San Antonio Art Institute
P.O. Box 6092
San Antonio, Texas 78209

San Antonio Art Institute is an Affirmative Action,
Equal Employment Opportunity Employer.

Social Work: The Social Work Department is the College of Education and Human Services. We are seeking a full-time tenure track assistant or associate professor position beginning September 1, 1992. Responsibilities include field practice or policy and community development projects, as well as advising students, conducting and supervising scholarly research, providing community service, and teaching. Qualifications: Minimum qualifications include a master's degree in social work or related field, and two years' post-master's degree direct service supervised practice experience. Desirable qualifications include evidence of ability to teach and supervise field practice, evidence of ability to work effectively with social work community service agencies, experience and interest in teaching courses related to comparative cultural values, including the needs of diverse populations, and evidence of ability to conduct and supervise research. Salary is commensurate with experience and qualifications. Send resume and three references to: Ms. Conetta Bynum, Office of the President, Eastern Connecticut State University, Willimantic, CT 06226.

Social Work: The Social Work Department is the College of Education and Human Services. We are seeking a full-time tenure track assistant or associate professor position beginning September 1, 1992. Responsibilities include field practice or policy and community development projects, as well as advising students, conducting and supervising scholarly research, providing community service, and teaching. Qualifications: Minimum qualifications include a master's degree in social work or related field, and two years' post-master's degree direct service supervised practice experience. Desirable qualifications include evidence of ability to teach and supervise field practice, evidence of ability to work effectively with social work community service agencies, experience and interest in teaching courses related to comparative cultural values, including the needs of diverse populations, and evidence of ability to conduct and supervise research. Salary is commensurate with experience and qualifications. Send resume and three references to: Ms. Conetta Bynum, Office of the President, Eastern Connecticut State University, Willimantic, CT 06226.

Vice President for Academic Affairs
THE UNIVERSITY OF TEXAS AT TYLER

The University of Texas at Tyler invites nominations and applications for the position of Vice President for Academic Affairs. The University seeks dynamic and creative leadership from a chief academic officer as it develops new academic programs and expands graduate education, research, and service activities for the 21st century.

THE UNIVERSITY

U. T. Tyler is an upper-level university located in the piney woods of the East Texas lake country on the I-20 corridor, 90 miles east of Dallas. The University serves a region with a population of 750,000 by offering academic programs in 48 undergraduate and 24 graduate areas. The University contributes significantly to the economic growth and cultural enrichment of the region.

RESPONSIBILITIES

Reporting to the President, the Vice President has broad responsibility for the development, administration and quality of academic programs - including leadership in academic planning and resource allocation, the administration of the academic budget, academic policy development and implementation, and all matters directly affecting the faculty. He/she supervises and evaluates degree programs in four schools and associated academic divisions. Also reporting to the Vice President are the Office of Admissions and Registrar, the Library, International Programs, and the University Honors Program.

QUALIFICATIONS

The University seeks a person of intellectual vision and energy. The successful candidate must have administrative experience which demonstrates leadership, management, budgetary and planning skills. This position requires an earned doctorate and a distinguished record of teaching and scholarship sufficient to provide eligibility for the rank of full professor. The successful candidate must demonstrate strong interpersonal and communication skills as well as ability to work effectively in a collegial manner with a diverse group of faculty, administrators, and students. A demonstrated commitment to equal opportunity and affirmative action is essential. The applicant should also be committed to strategic planning orientation to decision making, interdisciplinary and multi-cultural programming, enhancement of the undergraduate experience, and strong university-community linkage.

APPOINTMENT AND APPLICATION INFORMATION

This position has a starting date as early as July 1, 1992, or a date as soon thereafter as practical, preferably no later than September 1, 1992. Salary is competitive and commensurate with qualifications and experience. Review of candidates will begin on February 15, 1992. The University will accept and review applications and nominations received after this initial deadline until the position is filled. Qualified candidates should forward a letter of intent containing a brief statement of educational philosophy, resume, and the names, addresses and telephone numbers of at least three references to the following:



Dr. Donald E. Fischer, Chair
VPAA Search Committee
Office of the President
The University of Texas at Tyler
3901 University Blvd.
Tyler, Texas 75701-6699

The University of Texas at Tyler is an Equal Opportunity Employer. Affirmative Action Employer. Women and minorities are encouraged to apply.

Rutgers, The State University of New Jersey

VICE PRESIDENT FOR
UNDERGRADUATE EDUCATION

Rutgers University invites nominations and applications for the position of Vice President for Undergraduate Education.

Rutgers University is a comprehensive public research university with campuses in Camden, Newark, and New Brunswick. The Office of the Vice President for Undergraduate Education will be located in New Brunswick. The University currently enrolls 47,000 students in 26 schools and colleges.

Duties: The past Vice President for Undergraduate Education is a new position and offers a special opportunity for strong, innovative leadership in undergraduate education throughout a three-campus university with a multiple college structure. On all matters pertaining to academic quality of undergraduate education, the Vice President for Undergraduate Education will advise and support to the University Vice President for Academic Affairs. Working closely with the Provosts and Deans of the three campuses, the Vice President for Undergraduate Education will address the specific needs of undergraduates for institutional resources, coordinate activities and services for undergraduate education, encourage curricular development, plan creative initiatives in learning and teaching, and work programmatic funding from external sources. Directors of the following areas will report to the Vice President for Undergraduate Education: Undergraduate Admission, Financial Aid, Registrar, Scholarships, Teaching Excellence Centers, Learning Resource Centers.

Qualifications: An earned doctorate and an excellent record of research, publication, teaching, and service are required. Candidate must be eligible for tenure professor rank within an academic department. The successful candidate should have substantial experience with academic administration, undergraduate program development, and grant funding for undergraduate education initiatives. A record of prior high level collegial leadership and a commitment to diversity in a complex university are essential.

Letters of application or nomination, including a current vita and the names, addresses and telephone numbers of five references should be sent to:

Search & Committee
Vice President for Undergraduate Education
Old Queen's Building, Room 101
THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS
New Brunswick, NJ 08903

Employment eligibility verification required
Affirmative Action, Equal Opportunity Employer.

experience at college level preferred. This is a permanent tenure track position. Salary and rank commensurate with qualifications. In addition, SAU offers an excellent fringe benefit package. Women and minorities are strongly encouraged. Applications should be sent to: Director of Personnel.

VICE PRESIDENT
OF ACADEMIC AFFAIRS

After four and one-half years at Philadelphia College of Textiles and Science, Dr. Esther Hartzog is leaving to accept the presidency of Chatham College in Pittsburgh. Her predecessor at PC-T&S also left to assume a college presidency. The College is therefore seeking an exceptionally able and dedicated administrator to serve as the College's chief academic officer.

Responsibilities will include cost-effective, efficient and productive management of instructional programs; budgeting and planning for instruction and academic support; faculty and staff recruitment and development; review and assessment of student academic performance; and curriculum development and review. Responsibilities also include management of continuing education, the computer center, the library and the international textile and design center.

The Successful Candidate will have an earned doctorate. She/He will demonstrate a firm commitment to academic excellence in both professional and liberal education, and demonstrate proven skills in program and faculty development, written and oral communication and institutional management. Equally important, her/his vita will show a professional career founded upon spirited inquiry, open-mindedness and high expectations of self and others. She/He must be able to work closely with the College's faculty and each member of President's Council.

Philadelphia College of Textiles and Science, founded in 1884, is an independent, coeducational, fully accredited, four-year college, nationally recognized for its professional programs in business, administration, architecture, interior design, the sciences, fashion, apparel and textiles. Unique in its relationship to American industry, the College has a strong reputation for leadership in developing new academic and research programs to serve America's emerging business needs. Offering a well-rounded undergraduate experience on more than 90 park-like acres in the East Falls section of Philadelphia, the College also offers an MBA and MS degrees in textiles, taxation and computer science. The College offers a co-op option and evening classes on the East Falls campus and a branch campus located in Bucks County. The College enjoys broad support, a strong financial position and an aggressive admissions program.

Applications and nominations (including resume and three references) must be mailed by February 14, 1992 to:

Academic Vice President Search Committee
c/o The President's Office
Philadelphia College of Textiles and Science
School House Lane and Hurry Avenue
Philadelphia, PA 19144

PC-T&S is an affirmative action, equal opportunity employer.

The Ohio State University
Columbus, OhioVICE PRESIDENT FOR DEVELOPMENT
and
PRESIDENT OF THE UNIVERSITY FOUNDATION

The Ohio State University is seeking a Vice President of Development and President of the University Foundation who will report directly to the President of the University. This individual is responsible for the management and direction of University fund raising including corporate, individual, and foundation giving. As President of the University Foundation, the candidate is responsible and has the requisite authority for the management and coordination of the activities of the Foundation as well as developing long-term, fund-raising activities. A bachelor's degree is required and a master's degree is preferred. Candidates must have significant experience in development, foundations, or related areas.

The Ohio State University has a total enrollment of 60,569 with a budget of \$1.2 billion. The University is comprised of 19 colleges, seven schools, the Graduate School, five regional campuses with 109 departments and academic facilities, and approximately 8,000 different courses. Fund raising for fiscal year 1991 was \$74.3 million from more than 75,000 donors. The University successfully completed a \$40 million campaign in 1990.

Applications and nominations will be held in strict confidence and should be submitted to:

Ms. Madeline Condit
Ohio State Search Committee
Kurz/Perry International
120 South Riverside Plaza #918
Chicago, Illinois 60606

Review of applications will begin immediately
and will continue until the position is filled.

The Ohio State University is an equal opportunity employer.
Women and minority candidates are encouraged to apply.

will be accepted until the position is filled. The formal review process will begin February 1, 1992. Interested persons should send a letter of interest, resume, and three references to: Director of Personnel.

VICE PRESIDENT
FOR PUBLIC AFFAIRS
Commission on Independent Colleges
and Universities

The Commission on Independent Colleges and Universities, headquartered in Albany, New York, seeks applications and nominations for the newly created position of vice president for public affairs.

The vice president will be responsible for the planning, development, and implementation of an on-going communications and public affairs program. The vice president will supervise a small staff and report directly to the president. Extensive travel will be required.

The vice president will be responsible for the drafting of speeches, public statements and articles on positions of importance to independent higher education, securing appearances on broadcast media of representatives of ICU, maintain ongoing regular contact with media outlets, as well as providing the material required by the campus-based communications network and constituencies of ICU.

Candidates must have at least five years of experience in media relations; extensive understanding of current higher education issues; and excellent written and verbal communication skills. Candidates will be required to establish and maintain contacts with the New York State press corps as well as various other media outlets; the principals and staff of the Executive and Legislative branches of New York State Government; and the ICU member campuses. Supervisory experience and a master's degree in journalism, communications, or a related field are highly desirable.

Salary and benefits are competitive. Send resume, cover letter, salary history, and the names of three references to: President's Office, Commission on Independent Colleges and Universities, Post Office Box 7289, Albany, New York 12224. Applications received by January 31, 1992 shall be afforded preference.



An equal opportunity employer.

VICE PRESIDENT FOR
STUDENT SERVICES

Asheville-Buncombe Technical Community College
Asheville, North Carolina

Asheville-Buncombe Technical Community College invites nominations and applications for the position of Vice President for Student Services to begin April 1, 1992. A-B Tech is one of the 58 community colleges in North Carolina. The college enrolls over 10,000 students in a wide range of technical, vocational, and transfer programs. As a senior administrator, the Vice President reports directly to the President and is responsible for the overall management and effectiveness of the student services operation including:

- Counseling Services
- Placement
- Recruiting
- Testing/Assessment
- Enrollment Management
- Students with Special Needs
- Veterans Services
- Student Activities
- Career Development

Minimum qualifications include a Master's degree in a related field with 7 years administrative experience in a community college administrative service area. A doctorate in a related field with 5 years administrative service area is preferred. Salary is commensurate with experience and qualifications. An application form may be requested from: Personnel Office, Asheville-Buncombe Technical Community College, 340 Victoria Road, Asheville, NC 28801. Deadline for applications is February 7, 1992, or by telephone (704) 254-1821, ext. 113.

ASHEVILLE-BUNCOMBE TECHNICAL COMMUNITY COLLEGE IS AN
EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER.

not Professor. To teach courses in Criminal Justice, Sociology, and Social Work, a candidate must have a master's degree in a related field and a minimum of five years' experience in a related field. Salary is commensurate with experience and qualifications. Send resume and three references to: Ms. Conetta Bynum, Office of the President, Eastern Connecticut State University, Willimantic, CT 06226.

Sociology/Anthropology: Full-time faculty position available August 1992. Master's degree required. Doctorate preferred. Individual will teach cultural anthropology (elementary and archaeology) with Native American emphasis, and introductory sociology courses. Salary is commensurate with qualifications and experience. Send resume and three references to: Ms. Conetta Bynum, Office of the President, Eastern Connecticut State University, Willimantic, CT 06226.

Sociology: Anticipation of finding and applying the University of Detroit Mercy seeks a sociologist to fill a tenure track position at the Assistant Professor or Associate Professor level to begin in September, 1992. Candidates must be prepared to teach introductory and advanced courses in sociology and research. Applicants should send a letter of application stating teaching interests, a complete curriculum vitae, list of publications and three letters of reference to: Ms. Conetta Bynum, Office of the President, Eastern Connecticut State University, Willimantic, CT 06226.

PRESIDENT
California State University, Northridge

The Chancellor and the Board of Trustees of the California State University system invite nominations and applications for the President of California State University, Northridge.

Created in 1958, California State University, Northridge recognizes undergraduate and graduate teaching, research and public service as its major responsibilities. Of these, undergraduate instruction is first priority. Located on 350 acres in the western section of the San Fernando Valley, 25 miles northwest of central Los Angeles, the university's 1,800 full and part-time faculty teach a student body of 30,000. The university, one of the largest in California, is organized into eight schools. Study in the liberal arts and sciences, and technological and professional programs, leads to bachelor's degrees in 49 fields and master's degrees in 40 fields. Over one-third of the students are members of ethnic minorities and 57% of the students are women. Approximately 10 percent of the enrollment lives in campus dormitories and thousands more reside in nearby apartments. The university also operates a satellite campus center in Ventura County serving more than 1,000 students.

Nominees or applicants must have the energy and vision to lead a multicultural, multipurpose, public university, situated in a diverse metropolitan area. Candidates must be experienced at working cooperatively with faculty, students and staff; committed to expanding the relationship the university enjoys with the community; skilled in external relations and able to focus university advancement programs including alumni relations and fund raising activities; committed to clear, strong leadership in affirmative action and educational equity; capable of coordinating the administration of a complex organization; and able to build upon the strong base of a well managed institution. They should have attained academic excellence both in teaching and scholarship. They also must demonstrate successful administrative skills and collegial leadership, preferably in an institution of higher education, and be prepared to function in a collective bargaining environment.

The President is the chief executive officer of the campus and is responsible to the Board of Trustees through the Chancellor.

Nominations and applications with current resumes should be sent to:

The Chancellor
The California State University
400 Golden Shore, Suite 324
Long Beach, California 90802-4275

Review of resumes will begin on February 14, 1992.

An Equal Opportunity Employer
Women and ethnic minorities are encouraged to become candidates.

A campus of The California State University system.

PROVOST AND VICE PRESIDENT
FOR ACADEMIC AFFAIRS

Lehman College, a senior college of The City University of New York, located on 37-acres in the northwest Bronx, invites applications or nominations for the position of Provost and Vice President of Academic Affairs.

As the senior academic officer, the Provost has overall responsibility for the academic policies, programs and personnel of 28 academic departments with 350 full-time faculty members and 10,000 students. Lehman offers baccalaureate and Master's degree programs and members of the College's faculty participate in The City University doctoral programs.

Candidate must have a doctorate, significant achievement in scholarship, college or university teaching experience suitable for a tenured position at the rank of professor, demonstrated administrative and funded research experience in higher education. Evidence of a strong commitment to the goals of urban, public higher education in a multi-cultural, multi-racial environment and a demonstrated commitment to faculty development and affirmative action hiring preferred. Salary range up to \$97,991. Please send applications or nomination letters to: Professor William Serrano, Chair of Search Committee, c/o Dr. Jane Mottus, Office of the Dean of Natural and Social Sciences. Screening will continue until position is filled.

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Ph.D. required (Germanology, Sociology or Social Work preferred). Evidence of effective teaching and demonstrated record of scholarship. Preference will be given to those with applied experience in working with older persons. Position contingent on availability of funds. Send vita, with names and addresses of three references to: Mr. Dick Conner, Vice President of Social Services, Lehman College, 250 Bedford Park Blvd. West, Bronx, New York 10468. A letter of application should be sent to Provost Dr. William Serrano, Chair of Search Committee, c/o Dr. Jane Mottus, Office of the Dean of Natural and Social Sciences. Screening will continue until position is filled.

Spanish: A full-time vice-president faculty position in Spanish beginning in September 1992. Teaching assignment includes the range of Spanish courses in a quality undergraduate program. Students majoring in Spanish spend their junior years in Spain studying at the University of Barcelona. Doctorate required. College teaching preferred. Bridgewater, an independent, coeducational, liberal arts college in Virginia, historically affiliated with the Church of the United Brethren, has an enrollment of approximately 1,000 students. A letter of application should be sent to Provost Dr. William Serrano, Chair of Search Committee, c/o Dr. Jane Mottus, Office of the Dean of Natural and Social Sciences. Screening will continue until position is filled.



A campus of the California State University system.

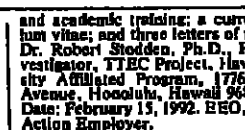
Special Education: Emporia State University is seeking candidates for an Assistant Professor of Special Education for a 12-month position with possible summer teaching, available August, 1992. Primary responsibilities include advising students, observing student teachers, and teaching graduate undergraduate courses in Mental Retardation, Learning Disabilities, or Behavior Disorders. Excellence in teaching, commitment to scholarly activities, and service to public schools are required. A Ph.D. in Special Education or M.Ed. in LD or LD preferred. Earned doctorate required. Salary will be commensurate with experience and qualifications. Screening will begin February 17, 1992 and continue until position filled. Send resume and references to: Director of Human Resources, Emporia State University, 1200 W. 12th St., Emporia, KS 66880.

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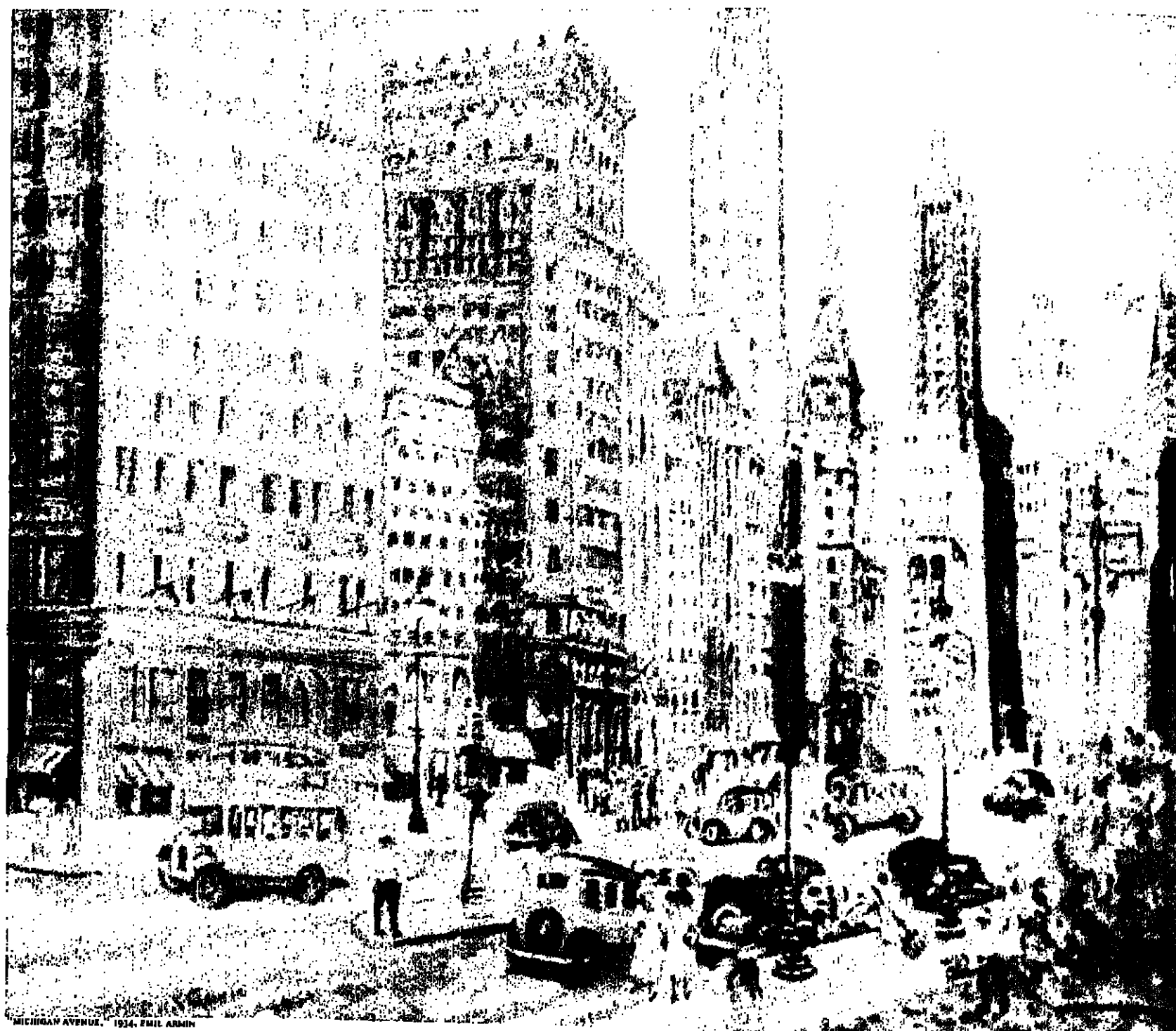
Applications should include a current résumé and a letter discussing candidate's suitability for the position.

The Search Committee will begin reviewing applications on February 1992. No candidate can be guaranteed full consideration if materials received after that date.

College Misericordia is an AA/EEO employer. This search is assisted by Presidential Search Consultation Service of ACB.



End Paper



Chicago's Boisterous, Modernist Paintings

AS EARLY AS 1897 one writer commented, "Pork, not Plato, has made Chicago," voicing the widespread belief that the vital and prosperous meat-packing center was not a serious cultural contender. In 1912, when Harriet Monroe began publishing *Poetry—A Magazine of Verse* in Chicago, it elicited only laughter from the Eastern establishment. Still assuming that the gritty Midwestern town could not generate or support such refined activity, an editorial in a Philadelphia newspaper dubbed Monroe's venture "Poetry in Porkopolis." Chicago's indigenous painting was even less credible. "Thinking Modern: Painting in Chicago, 1910-1940" is an attempt to reassess modernist painting in Chicago—to look at the work of a group of long-forgotten pioneers.

The 85 paintings in the exhibition are vigorous and spirited, if not slick and sophisticated. They are accessible and straightforward, rather than obscure and veiled. The realistic, narrative, and

surreal tendencies in these works by early 20th-century Chicago painters can be seen as a positive reflection of a particular milieu in which the tension between modernism and regionalism was always present. The often boisterous, sometimes popular quality emerges from an often described immaturity. According to J. Z. Jacobson, author of the 1932 publication *Art of Today: Chicago, 1933*, "Our city is young, our city is crude; the spirit of it is not clearly and completely crystallized." The approach to both form and content is sometimes awkward but always resonates with the vital spirit of the city.

"Thinking Modern: Painting in Chicago 1910-1940" will be at the Mary and Leigh Block Gallery at Northwestern University from January 18 through April 5. The text above is by Susan Weininger, director of the art division of the department of visual and performing arts at Roosevelt University and curator of the exhibition. It is excerpted from the exhibition's gallery guide.

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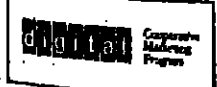
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quantity discounts available. Contact: Institute for Scientific Information, 3501 Market Street, Philadelphia 19104; (800) 336-4474 or (215) 388-0100.

Chemistry data bases. "Chemistry Citation Index," for CD-ROM players used with IBM PC and compatibles. Contains an index with citations and abstracts to 300 current journals from the key disciplines of organic, inorganic, physical, and analytical chemistry, and selected articles from 7,000 additional journals; \$1,950 for 1991 index; \$2,995 for 1991 and 1992 indexes; updated bimonthly; quantity discounts available. Contact: Institute for Scientific Information, 3501 Market Street, Philadelphia 19104; (800) 336-4474 or (215) 388-0100.

Environmental science. "Our Environment," for videodisk players used with Apple Macintosh. Contains 11,000 still color images from the collections of Greenpeace, UNESCO, United Nations Environment Program, World Wildlife Fund for Nature, World Health Organization, and more; includes explanations of 653 environmental concepts and terms, and 16 minutes of motion pictures with narration; \$395; quantity discounts available. Contact: Optilearn Inc., 401 Indiana Avenue, Stevens Point, Wis. 54481-0977; (715) 344-6060.

Neuroscience data bases. "Neuroscience Citation Index," for CD-ROM players used with IBM PC and compatibles. Contains an index with citations and abstracts to 200 journals on the brain and nervous system, including such topics as neuroanatomy, neurology, neurosurgery, areas of psychiatry, and physiological psychology, and selected articles from 7,000 additional journals; \$1,950 for 1991 index; \$2,995 for 1991 and 1992 indexes; updated bimonthly; quantity discounts available. Contact: Institute for Scientific Information, 3501 Market Street, Philadelphia 19104; (800) 336-4474 or (215) 388-0100.

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Advertisement

The Learning Society: Private Lives

By Bernard R. Gifford, Ph.D.
Vice President, Education
Apple Computer, Inc.



Last night I stayed up late working on a speech about the "productivity paradox"—why, despite the rapid proliferation of computer technology in the last decade, we haven't seen a dramatic rise in productivity.

My family was already asleep when I shut off the computer, so I began the nightly ritual. I doused the lights in each room, pushed the off button on the CD player, switched on the security system, turned on the telephone answering machine, and set the timer for our morning coffee.

As I listened to the refrigerator's steady hum in the dark kitchen, I thought about how pervasive electric power has become in our lives. We use it to do everything from roasting our potatoes to ridding our teeth of excess plaque. It is hard to imagine that anyone could ever have doubted its utility or its impact on daily life. But in fact, it took decades for electricity to transform the home. When Thomas Edison began fabricating light bulbs in the 1880s, no one imagined how profoundly his invention would permeate American life.

In *Electrifying America: Social Meanings of a New Technology*, David E. Nye explores this time lag, analyzing the kinds of changes a society must undergo before it can be transformed by technology.

Nye describes how, in the last years of the nineteenth century, entrepreneurs illuminated store windows, extending the shopping day and drawing awestruck crowds downtown to see the lights. In 1880, the town of Wabash, Indiana, installed four 3,000-candle arc lights on its courthouse, and the *Wabash Plain Dealer* rejoiced: "Men fell on their knees, groans were uttered at the sight, and many were dumb with amazement."

Electricity was readily accepted as a force that could alter public life—the things said and done in floodlit town squares, hotels, theaters, department stores, and clubs. But years passed before electricity was harnessed to transform private lives. The lights went on in public places and mansions in the 1880s, Nye notes, but most houses were not wired until after 1915. And it wasn't just a question of creating an infrastructure—stringing wire and retooling homes. We Americans apparently needed years to change our ways of thinking about ourselves and our relationships to one another.

It took decades for us to accept the notion that technology might change our habits or widen our choices; that electric lights might give us more illuminated hours in which to read, work, and socialize; or that time-saving machines might liberate women from domestic drudgery.

Even after homeowners accepted the practical advantages of electric lighting, functionality was not their chief concern. "For a generation," Nye tells us, "it remained an expensive novelty, displayed prominently in the most public rooms of the house..." For decades, the most popular form of domestic electrification was the lights on the Christmas tree.

The electrification of America proceeded slowly but surely. And the computerization of America appears to be moving along in about the same way. After all, as Nye stresses, "Every new technology is a social construction, and the terms of its adoption are culturally determined."

I suspect that in the year 2020, we'll look back and wonder why it took so long for those short-sighted folks of the late twentieth century to move forward on technology. We'll wonder why it took so long to create new kinds of information-based organizations, to build adequate electronic data highways, or to profit from educational technologies.

As in the early days of electrification, Americans have accepted the power of the computer to transform public lives. But we have underestimated its impact on private lives. And the experts haven't done much better. Pioneers such as John von Neumann, who worked on the famous JOHNNIAC computer at Princeton half a century ago, thought of computers as huge, costly, rare machines that would forever reside in mammoth institutions. In the 1950s, the crystal-ball readers at IBM predicted that the worldwide market for computers would demand only a grand total of ten machines.

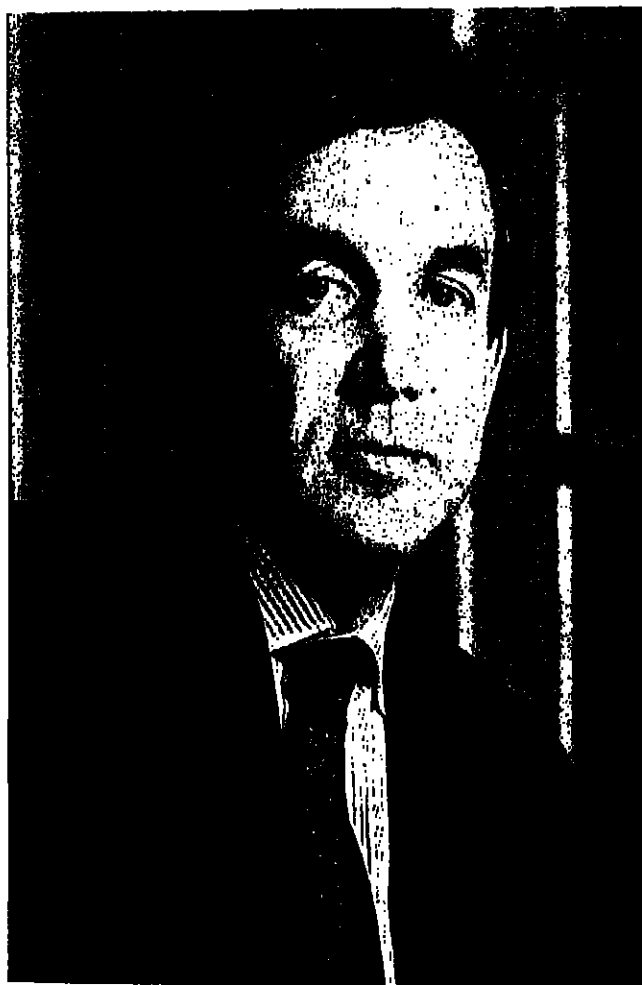
Even scientists failed to predict that instead of getting bigger and bigger, computers would get smaller and smaller—not to mention cheaper and cheaper. They did not foresee the astonishingly rapid diffusion of personal computers into our homes and schools.

Today, homes and schools are where the most profound and surprising technological developments are likely to occur. As Nye points out, for the typical American "electrification was not an abstract process, but a series of choices." Once we chose to embrace the new technology in our homes, we began to put it to unpredictable uses. For example, we used refrigerators not just to store food, but also to hide money in fake cabbages, to protect photographic film, to give nylon stockings longer life, to allow pet snakes to hibernate, and to preserve drugs. He concludes that "tools or technologies bought for a certain clearly defined use develop other meanings over time as part of lived experience."

In homes, schools, and universities all over the nation, Americans are inventing new applications for the personal computer every hour of every day. In the hands of so many inspired, intelligent people, who knows what age-old problems our new technologies might solve.

Government & Politics

Scientists Fear Disease-Specific Lobbying Hinders Equitable Division of U.S. Funds



Columbia's Michael Rosen: "The community dealing with heart disease has been inadequate in getting its message across."



Claudio J. M. L'Enfant, director of the heart institute: "The AIDS lobby has been more convincing and more effective."

By STEPHEN BURD

WASHINGTON
The National Institutes of Health—under Congressional orders—will dramatically increase its research spending this year on breast, cervical, and ovarian cancer.

A major reason for the increase was an intense lobbying campaign waged by women's groups. As one part of the campaign, about 600,000 letters were sent to lawmakers, according to Sharon Green, co-founder of the Breast Cancer Coalition.

Organizers of the lobbying effort say they are proud of the way they generated Congressional support for their cause. "You've got to push your issue ahead of the others," says Anne Kasper, coordinator of the Campaign for Women's Health.

She adds: "It is nearly impossible for legislators to put the issues in some sort of priority order when they are of equal importance. The way your particular issue gets heard and gets paid attention to is by being heard first and being the loudest."

Dividing Funds Rationally

Some scientists, however, say the lobbying campaigns hamper efforts to divide available funds for research programs rationally. They say that the women's health campaign was modeled after efforts to win more money for AIDS research, and that they fear the growth in disease-specific lobbying will leave no one looking after the interests of science as a whole.

Says Charles Poulter, a professor of

chemistry at the University of Utah: "Congress plays disease-of-the-month, shifting funds from agency to agency. It's difficult for long-term planning under those conditions."

David B. Moore, assistant director of

governmental relations at the Association of American Medical Colleges, says lobbying definitely plays a role in determining how much money various parts of the NIH budget get each year. "It's all part of the media-oriented world we live in," he says.

NIH Institutes' 1992 Budgets and Change From 1991

National Cancer Institute, \$1,989-million, up 16 per cent
National Heart, Lung, and Blood Institute, \$1,189-million, up 6.4 per cent
National Institute of Allergy and Infectious Disease, \$971-million, up 7 per cent
National Institute of General Medical Sciences, \$819-million, up 7.8 per cent
National Institute of Diabetes and Digestive and Kidney Diseases, \$864-million, up 8 per cent
National Institute of Neurological Disorders and Stroke, \$583-million, up 7.8 per cent
National Institute of Child Health and Human Development, \$524-million, up 9.4 per cent
National Institute on Aging, \$387-million, up 21 per cent
National Center for Research Resources, \$316-million, down 5 per cent
National Eye Institute, \$271-million, up 7.1 per cent
National Institute of Environmental Health Sciences, \$254-million, up 5.4 per cent
National Institute of Arthritis and Musculoskeletal and Skin Diseases, \$205-million, up 5.7 per cent
National Institute of Dental Research, \$160-million, up 8.1 per cent
National Institute of Deafness and Other Communication Disorders, \$150-million, up 11 per cent
National Center for Human Genome Research, \$105-million, up 21 per cent
National Center for Nursing Research, \$45-million, up 12.5 per cent

adding that the most effective lobbying is that which attracts the interest of a Representative or Senator.

Among the lawmakers known to back specific areas of health research are Sen. Pete V. Domenici, the New Mexico Republican (mental health); Sen. Ernest F. Hollings, the South Carolina Democrat (cancer); and Sen. Tom Harkin, the Iowa Democrat (deafness and the elderly).

Some lawmakers have personal ties to certain issues. Senator Harkin, for example, has a deaf brother. But Congressional aides say that lobbying also plays a key role in winning increased support for certain kinds of research. Senior citizens' groups, for example, have successfully lobbied for more research on the elderly.

One Congressional aide, referring to lawmakers' recent interest in women's health research, says: "I have my doubts that they would have done much without the lobbying."

Concern Over 3 Institutes

The problem with that method of setting the research agenda, say some researchers, is evident in looking at the fields for which there is not a lobby, or not an active one, particularly in times of tight budgets.

Many scientists are particularly worried about federal support for three NIH institutes: the National Heart, Lung, and Blood Institute; the National Institute of General Medical Sciences; and the National Center for Research Resources. Those institutes conduct vital scientific research, they say, but have simply been unable to drum up the popular appeal that diseases like cancer and AIDS have.

For 1992, the National Institute of General Medical Sciences was one of several institutes that received less from Congress than the President originally requested in his budget. Congress voted to increase the budget for medical-science research by 7.8 per cent. By comparison, cancer's research budget went up 16 per cent.

The general-medicine institute supports research basic to the understanding of life processes—an understanding necessary for the eventual development of cures for such diseases as AIDS or cancer.

Martha Pine, the institute's executive officer, says she is happy with the increase and is pleased that the President called for the largest increase in the NIH to go to her institute. The President had asked for an 8.9-per-cent increase for general-medical sciences and a 5.7-per-cent increase for the cancer institute.

Valuable and Vulnerable

Many scientists care less about the President's initial request than about the bottom line provided in the budget, and they are angry about the budget for the institute.

"The general medical-science program is one of the most valuable at NIH, attacking underlying problems that are basic to those that more disease-related institutes address," says Paul B. Sigler, a professor of molecular biophysics and biochemistry at Yale University. "And yet it is one of the most vulnerable of the institutes to cuts."

Research related to diseases such as cancer, Dr. Sigler says, has a better chance of winning funds because "everyone

Continued on Page A30

A LEGISLATOR'S CRUSADE

College's Skills Center Gives Unemployed Portland Residents a Chance to Work — at Restoring Impoverished Neighborhoods

By PETER MONAGHAN

PORTLAND, ORE.

In an impoverished northeast section of this city, where houses are continually boarded up, renovations are taking place. Students and instructors from the North/Northeast Skills Center of Portland Community College are among those doing the work.

The students are putting into practice the entry-level construction skills that the center provides to chronically unemployed residents of the neighborhoods around the college's Cascade campus. The aim of the center, which also provides training for office jobs, is to transform the students into confident, skilled, employable people.

'One-Stop Shopping' Concept

The construction project is particularly pleasing to Margaret Carter, a state representative who led the drive to create the center.

Ms. Carter is also a counselor here on the campus and a dynamic community leader who won election to the legislature in 1984. She says the center's goal is "to renegotiate the hope for people,



Portland residents, like those above, receive job training from the Northeast Skills Center while working on neighborhood renovation projects.

and then try to instill in them attitudes and behaviors that are consistent with the market place."

"That's very hard," she adds, "because they don't really believe it them-

selves yet, they've been out of the work force so long."

The center is based on a "one-stop shopping" concept: It houses under

Continued on Page A32

Alexander Appointee Wrote Articles Supporting David Duke

By SCOTT JASCHIK

WASHINGTON

Officials at the Education Department are reportedly embarrassed by two newspaper columns supportive of David Duke, the former Ku Klux Klan leader, written by a man appointed to a government post by Secretary Lamar Alexander.

The columns were written in November by John C. Hirschfeld, whom Mr. Alexander named in October to the National Advisory Committee on Accreditation and Institutional Eligibility.

Mr. Hirschfeld is president and chief executive officer of *The Champaign-Urbana News-Gazette*, which published the columns. In one, he criticized those who said

they could not support Mr. Duke because of his ties to the Ku Klux Klan.

"Membership in the Klan, as despicable as it may be, is really only a subterfuge for liberal opposition to David Duke. What terrifies the liberals is not the Klan, but the message Duke is carrying," he wrote.

Some college officials, told of the columns, said they were concerned about Mr. Hirschfeld's role on the accreditation panel. Sources in the Education Department, who asked not to be identified, said the columns had been discussed at senior staff meetings, where officials expressed concern that the pieces could create political problems for Secretary Alexander.

That is because the advisory committee

currently is involved in a controversy over whether accrediting groups should examine colleges' records on recruiting minority students and faculty members. In addition, the officials said Mr. Alexander did not want to anger White House officials, who have been critical of Mr. Duke and his supporters.

'A Real Embarrassment'

One source said: "Clearly this is seen as a real embarrassment, and they want to find a way to neutralize it."

The source said that officials were discussing alternatives for dealing with the situation, ranging from ignoring it to asking Mr. Hirschfeld to resign.

Elita Fielek, the Education Department spokeswoman, said that she had seen the columns, but that there had not been a meeting to discuss them.

"There has been no formal, high-level discussion of even possibly removing him," she said.

She added: "As far as Lamar [Alexander] is concerned, he would disagree with the premises of the columns, but acknowledge his right to say it."

The first column criticized President Bush for "abandoning" Mr. Duke during his campaign to become Governor of Louisiana. Mr. Hirschfeld wrote: "Duke's message is appealing, even if Duke is not," and cited Mr. Duke's opposition to higher taxes, illegal immigration, and crime. Mr. Hirschfeld wrote that Mr. Duke has "touched the pulse of this country" with his positions on those issues.

Mr. Hirschfeld also wrote: "David Duke

Continued on Page A30

Federal Judge Says Scope of Animal-Welfare Laws Must Not Exclude Protection of Rats, Mice, Birds

WASHINGTON

A federal judge has ruled that rats, mice, and birds must be covered by the same welfare legislation that applies to other animals used in research. U.S. District Judge Charles R. Richey called the Agriculture Department's 20-year policy of exempting rats, mice, and birds from the legislation "arbitrary and capricious."

Some research officials, saying that scientists already treat research animals humanely, predicted that the ruling would have little effect on colleges. But animal-rights activists said that many research animals are mistreated and the ruling would push the federal government to protect more of them.

The ruling involves the Animal Welfare

Act, which Congress passed in 1971. In setting regulations to carry out the legislation, the Agriculture Department excluded rats, mice, and birds, contending that Congress allowed the department to determine the meaning of the term "animal."

Dogs, Cats, and Primates

Hence, while the Agriculture Department set regulations as to how dogs, cats, and primates were to be treated and housed in research facilities, it decided not to consider rats, mice, and birds "animals," arguing that adding them to the regulations would be too costly and time consuming.

Judge Richey said in his decision: "The

WASHINGTON UPDATE

- New U.S. official prods colleges on their role in school reform
- Japan agrees to consider how it can aid supercollider project
- Sallie Mae fires eight employees for falsifying loan records
- Bush expected to seek increased funds for Pentagon research
- Congress asked to bar funds for federal workers in fraud suits

The new top higher-education official at the Education Department last week called on colleges to play a larger part in school reform and to improve their own academic standards.

Carolynn Reid-Wallace, Assistant Secretary for postsecondary education, told a meeting of the Association of College and University Officials that it was "no longer sufficient for colleges and universities to bemoan the quality of student entering their doors while insisting the problem is someone else's."

Ms. Reid-Wallace, a former vice-chancellor of the City University of New York, cited the great demand for remedial courses on college campuses and said institutions could help solve the problem by helping schools develop more rigorous standards.

Ms. Reid-Wallace, who is black, said a tougher curriculum would be especially important for disadvantaged minority students who represent a large proportion of those taking remedial courses on many campuses. "We are afraid, however, to speak to that issue because the inference to be drawn from that perception is that minorities are somehow stupid or in some way inferior in intellect," she said. "That's nonsense."

"What prepares the minority student—and indeed any student—for college are high expectations and rigorous standards."

—THOMAS J. DELOUGHRY

After initially rebuffing U.S. requests for help in building the Superconducting Supercollider, Japanese officials have agreed to establish a joint committee to determine how Japan can aid the \$8.25-billion construction effort.

At a meeting last week, Japanese Prime Minister Kiichi Miyazawa told President Bush that he hoped that the committee, which would be composed of U.S. and Japanese officials, would be able to reach an accord by the end of this year on Japan's participation in the high-energy physics project.

An official at the Universities Research Association, which is managing the supercollider construction for the Department of Energy, said he was encouraged by Mr. Miyazawa's statements. He said the committee would probably decide what type of equipment Japan could contribute to the construction effort. U.S. officials have asked Japan for more than \$1-billion in either cash or equipment to complete the 34-mile long, oval-shaped accelerator near Dallas.

—KIM A. McDONALD

The nation's largest holder of federally guaranteed student loans said last week that it had

fired eight employees of a subsidiary company for falsifying loan records.

The Student Loan Marketing Association, which is known as Sallie Mae, buys loans from banks so that they have funds to make new loans. Its subsidiary, University Loan Services of Cambridge, Mass., keeps track of repayment records and performs other bookkeeping tasks on loans held by Sallie Mae and other clients.

Sallie Mae said in a statement that senior managers were among those fired at ULS, which has fewer than 100 employees. The statement said the dismissals had resulted from an investigation that began last month after the Massachusetts Higher Education Assistance Corporation refused to pay a default claim on a loan owned by Sallie Mae because of "document discrepancies."

In the guaranteed-student-loan programs, holders of loans receive payments from guarantee agencies if borrowers default. The guarantee agencies, in turn, are reimbursed by the federal government.

The statement from Sallie Mae said the company had notified the Education Department and the U.S. Attorney's office in Boston of the possible improprieties at ULS.

Sallie Mae and other clients of ULS could be financially responsible for defaulted loans they have submitted to guarantee agencies if the agencies or the federal government determine that ULS violated federal rules for handling the loans.

Sallie Mae said it had received \$20-million in the last four years for defaulted loans that ULS had handled. Sallie Mae said the company was currently responsible for an additional \$70-million worth of Sallie Mae's loans.

In an unrelated development, Sallie Mae announced last week that a federal judge had dismissed a 1990 lawsuit in which two former employees had charged the company with wrongdoing at its Lawrence, Kan., servicing center.

—T.J.D.

The President's 1993 budget proposal will probably include increased spending—at least to match inflation—for the part of the Pentagon budget that supports basic and applied research and the earliest stage of development.

Fred E. Salfeld, director of the Office of Naval Research, said the central office of the Department of Defense had directed military agencies to plan for zero to 2-percent real growth in those areas, which are called science and technology programs.

However, that does not mean an automatic inflationary increase for basic research. Individual military

agencies could decide to focus most of any increase on applied research, or on the earliest stage of weapons development, rather than treat each area the same or favor basic research.

President Bush's budget proposal for the Defense Department for fiscal 1993 is not yet final, and the competition within the Defense Department for money for next year remains intense.

—COLLEEN CORDES

The Department of Justice has reportedly asked Congress

to end the ability of a federal employee to collect any of the money the government recovers as a result of lawsuits filed by the employee that allege that the government has been defrauded.

The issue relates to the controversy at Stanford University over improper charges for the overhead costs of research. Paul L. L. Biddle, the administrative contract officer at Stanford University for the Office of Naval Research, has sued Stanford alleging that the university committed fraud against the government. Mr. Biddle's earlier estimates that the government had overpaid Stanford for overhead by as much as hundreds of millions of dollars provided much of the impetus for federal investigations there.

Rep. Don Edwards, a California Democrat and a graduate of Stanford, said the Justice Department had written a letter asking the House Judiciary Committee to consider changing the law so that federal employees suing on behalf

of the government would no longer be able to claim up to 30 percent of any money the government collects.

The department argued that federal workers had an obligation to report any fraudulent use of federal money as a part of their jobs. Congressman Edwards said.

Mr. Edwards added that he had asked the Navy to transfer Mr. Biddle to a different position because he has a "very clear conflict of interest" if he continues administering contracts at Stanford, given the amount of money he could win in the lawsuit.

Stanford has made a similar request.

Mr. Biddle said he could not comment even on whether he had filed a lawsuit, because of secrecy requirements in such cases. But his lawyer has argued in the past that if his client had sued, he would not have a conflict of interest if he stayed on in his current job. The Defense Department has not yet decided whether to reassess Mr. Biddle.

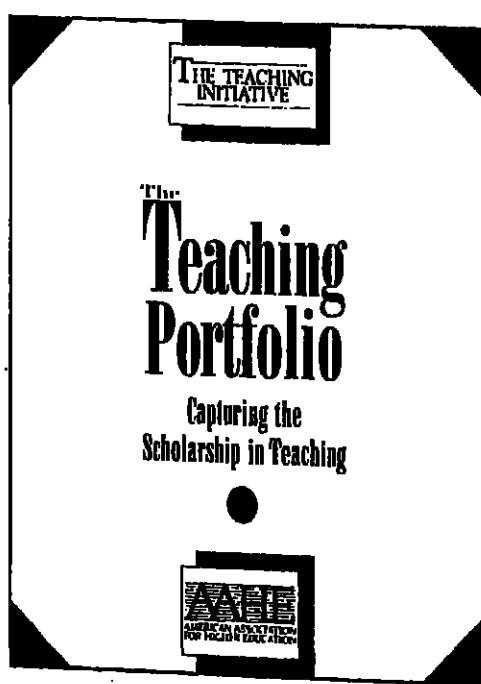
—C.C.

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The Teaching Portfolio:
Capturing the Scholarship in Teaching
by Russell Edgerton, Pat Hutchings, Kathleen Quinlan

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Government & Politics

Government & Politics

Seeking New Agenda, Black-College Presidents Plan 'Summit' Meeting

Continued From Page A1
College presidents calling the American Council on Education racist. Many presidents of black colleges have dissociated themselves from the letter.

Oswald P. Bronson, Sr., the chairman of the NAEPD board and president of Bethune-Cookman College, said he had no problem with the plan for the meeting.

"I'm not going to get into NAEPD bashing," Mr. Bronson said, "NAEPD does provide a platform for various views to be heard, but evidently that platform is not seen as adequate so other approaches should be taken."

Series of Committees

Mr. Albright said that tentative plans for the summit involved the creation of a series of committees that would analyze various issues affecting black colleges and develop strategies for dealing with those issues. Some of those committees might finish their work quickly, he said, while others might operate for several years.

While no comprehensive list of issues has been established, Mr. Albright and other organizers cited the following topics on which black colleges might seek a united position:

- Student aid. Mr. Albright said black colleges should "be much more aggressive" on the proposal to make Pell Grants an entitlement, meaning that Congress would have to provide funds for all qualified students. "We really have to dig our heels in on this one," he said.
- Accreditation. Black colleges should support the idea of accrediting groups' evaluating colleges' records on recruiting minority students and faculty members, Mr. Albright said, but they should oppose measures that would penalize colleges with small endowments.
- Desegregation. Several of the organizers said black colleges needed to determine a strategy for dealing with the outcome of the

"We need to get people to look at our institutions as models for educating minority and non-minority students."

Mississippi desegregation case before the U.S. Supreme Court issues a ruling later this year.

■ Black faculty members. Mr. Humphries of Florida A&M said black colleges should take a leading role in promoting a national plan to attract more black students to graduate school and faculty positions. "We have got to set a course of action where all of us agree to take responsibility," he said.

■ School reform. Ms. Scott of Bennett College said that black colleges, because of their experience in educating students who come from impoverished communities, should play a more central part in efforts to improve elementary and secondary schools. "We need to



Frederick Humphries of Florida A&M: The colleges must attract more black students and faculty.



Samuel L. Myers of NAEPD: His leadership has been questioned since he accused the ACE of racism.

get people to look at our institutions as models for educating minority and non-minority students," she said.

■ Fund raising. Several college presidents said they wanted to discuss ways to attract more money to black institutions, and to avoid having foundations or corporations funnel their black-college contribu-

tions to a small number of institutions.

■ International education. Several presidents said the colleges needed to be more creative in international education, moving beyond exchange programs with a few institutions to more comprehensive relationships with other countries. College officials said the under-

lying theme of the meeting would be the need for black colleges to set an agenda, rather than just respond to one. "We need to be more assertive," said Ms. Scott. "I think the presidents have a moral responsibility to look at what's happening."

Norman C. Francis, president of Xavier University of Louisiana, said:

"It's obvious that there are a number of issues facing African-Americans, from pre-school to graduate school, and we need to figure out how to address them."

Ms. Scott said it was appropriate for the meeting to be held outside of the auspices of NAEPD. As to that organization, she said, "I'm not really sure what they're doing."

A Washington lobbyist for black colleges said he also thought it was important for the meeting to be held without sponsorship from NAEPD. "If organizations do the sponsoring, then certain people have to get featured positions," said the lobbyist, who asked not to be identified. "And sometimes those people don't really have anything to say."

Not a Rival Group

Some of the presidents who are working on the summit, however, stressed that they were acting not to create a rival organization to NAEPD, but to insure that issues they consider to be important are addressed.

Said Mr. Johnson of Talladega College: "This is not just to focus on NAEPD, because if I thought it was, I wouldn't participate. This is to bring people together to look at policies impacting on black colleges, and to do something about them."

—SCOTT JASCHIK

FACT FILE: Top 100 Institutions in Total Research-and-Development Spending, Fiscal 1990

U.S. funds for research & development			Total funds for research & development		
Amount	Rank		Amount	Rank	
Johns Hopkins U. *	\$599,851,000	1	\$688,915,000	1	
Massachusetts Institute of Technology	233,813,000	3	311,767,000	2	
U. of Michigan	180,456,000	6	310,578,000	3	
U. of Wisconsin, Madison	178,862,000	7	309,841,000	4	
Stanford U.	251,446,000	2	305,700,000	5	
Cornell U.	171,249,000	9	300,144,000	6	
U. of Minnesota	143,810,000	14	292,046,000	7	
Texas A&M U.	93,001,000	27	272,800,000	8	
Pennsylvania State U.	138,896,000	15	256,926,000	9	
U. of California, Los Angeles	104,442,000	18	246,795,000	10	
U. of Washington	203,363,000	4	245,313,000	11	
U. of California, San Francisco	175,267,000	8	238,278,000	12	
U. of California, San Diego	182,566,000	5	237,032,000	13	
U. of California, Berkeley	131,717,000	17	231,081,000	14	
U. of Texas, Austin	109,693,000	21	228,203,000	15	
U. of Illinois, Urbana-Champaign	117,170,000	19	227,742,000	16	
Harvard U.	154,090,000	12	220,812,000	17	
U. of California, Davis	77,424,000	35	198,075,000	18	
U. of Arizona	92,920,000	28	185,839,000	19	
U. of Pennsylvania	133,747,000	16	189,390,000	20	
Columbia U.	156,270,000	11	182,768,000	21	
Yale U.	144,682,000	13	180,708,000	22	
Ohio State U.	78,878,000	34	178,669,000	23	
U. of Southern California	123,714,000	18	169,102,000	24	
Georgia Institute of Technology	94,842,000	26	168,193,000	25	
U. of Maryland, College Park	86,410,000	42	168,022,000	26	
U. of Georgia	43,864,000	70	156,742,000	27	
Baylor College of Medicine	75,793,000	36	155,122,000	28	
U. of Colorado	118,394,000	20	154,723,000	29	
Washington U.	105,759,000	23	151,249,000	30	
Duke U.	106,053,000	22	140,708,000	31	
U. of Florida	64,814,000	44	139,678,000	32	
Rutgers U.	40,977,000	76	137,985,000	33	
Louisiana State U.	48,802,000	65	135,849,000	34	
Northwestern U.	81,812,000	49	131,979,000	35	
North Carolina State U.	43,787,000	71	131,133,000	36	
Purdue U.	64,464,000	46	130,379,000	37	
U. of Rochester	105,644,000	24	129,011,000	38	
Michigan State U.	58,221,000	64	128,987,000	39	
U. of Tennessee System	58,648,000	53	128,790,000	40	
U. of North Carolina, Chapel Hill	92,488,000	29	123,113,000	41	
Virginia Polytechnic Inst. and State U.	45,949,000	87	121,423,000	42	
U. of Chicago	96,327,000	25	117,955,000	43	
U. of Pittsburgh	90,700,000	30	117,718,000	44	
Iowa State U.	34,043,000	82	115,945,000	45	
U. of Iowa	79,046,000	33	115,778,000	46	
U. of Connecticut	43,477,000	73	113,349,000	47	
U. of Alabama, Birmingham	68,876,000	40	109,190,000	48	
State U. of New York, Buffalo	80,758,000	32	108,511,000	49	
New York U.	90,577,000	31	105,730,000	50	
California Institute of Technology					
U. of Massachusetts	\$56,018,000	56	\$101,812,000	52	
Carnegie Mellon U.	64,580,000	45	100,201,000	53	
U. of Virginia	58,861,000	52	95,815,000	54	
U. of Miami	88,144,000	39	94,344,000	55	
Case Western Reserve U.	70,516,000	38	93,384,000	56	
Princeton U.	51,559,000	62	91,614,000	57	
U. of Texas Anderson Cancer Center	28,869,000	94	91,283,000	58	
Oregon State U.	50,544,000	64	90,888,000	59	
Indiana U.	57,155,000	55	89,191,000	60	
U. of Utah	82,287,000	48	89,018,000	61	
Utah State U.	58,986,000	51	86,450,000	62	
U. of Texas Southwestern Medical	54,965,000	58	86,919,000	63	
Center Dallas	43,968,000	69	86,268,000	64	
U. of Illinois, Chicago	24,422,000	104	84,311,000	65	
U. of Missouri, Columbia	65,066,000	43	83,968,000	66	
Yeshiva U.	38,841,000	77	83,689,000	67	
U. of Maryland, Baltimore	52,367,000	81	82,774,000	68	
Emory U.	55,811,000	57	82,236,000	69	
State U. of New York, Stony Brook	52,492,000	60	78,074,000	70	
U. of California, Irvine	22,886,000	106	77,598,000	71	
U. of Nebraska, Lincoln	42,885,000	74	76,525,000	72	
U. of Hawaii, Manoa	30,481,000	87	76,404,000	73	
U. of South Florida	36,788,000	80	75,245,000	74	
Rockefeller U.	65,747,000	41	75,062,000	75	
Vanderbilt U.	29,812,000	90	74,955,000	76	
U. of Kentucky	44,595,000	68	74,461,000	77	
U. of Cincinnati	50,744,000	63	73,967,000	78	
Colorado State U.	60,459,000	50	73,885,000	79	
Boston U.	62,356,000	47	71,747,000	80	
Woods Hole Oceanographic Institute	54,889,000	59	71,288,000	81	
New Mexico State U.	26,884,000	98	69,858,000	82	
Washington State U.	14,629,000	128	69,795,000	83	
Albany U.	14,221,000	134	68,684,000	84	
Oklahoma State U.	17,744,000	119	65,885,000	85	
U. of Alaska, Fairbanks	31,896,000	86	65,571,000	86	
U. of Medicine and Dentistry	33,185,000	83	64,229,000	87	
U. of New Jersey	43,807,000	72	63,752,000	88	
City U. of New York Mount Sinai	32,927,000	84	62,933,000	89	
School of Medicine	41,608,000	75	62,730,000	90	
Florida State U.	28,488,000	95	62,455,000	91	
Virginia Commonwealth U.	25,788,000	100	61,144,000	92	
Wayne State U.	47,873,000	66	59,750,000	93	
U. of Kansas	26,690,000	101	58,952,000	94	
U. of California, Santa Barbara	16,871,000	123	58,845,000	95	
Arizona State U.	21,426,000	110	58,492,000	96	
U. of Oklahoma	25,448,000	103	57,728,000	97	
Mississippi State U.	25,331,000	96	56,407,000	98	
U. of New Mexico	15,806,000	124	54,892,000	99	
Tulane U.	38,093,000	81	50,887,000	100	
U. of California, Riverside					
Georgetown U.					

Education Dept. Report Recommends Recognition for Middle States Group

By SCOTT JASCHIK

WASHINGTON
The Education Department appears ready to declare a cease-fire in its battle with the Middle States Association of Colleges and Schools over the group's use of "diversity standards."

An Education Department report obtained by *The Chronicle* says that Middle States has now made enough changes in its policies to "satisfy the concerns" that Education Secretary Lamar Alexander expressed when he held up recognition of the association last April.

Under its diversity standards, Middle States accrediting teams evaluated colleges' records in recruiting and retaining minority students and faculty members. But in December its members voted to make the standards optional by allowing colleges to define for themselves how diversity should be used in evaluations. Critics, including Mr. Alexander, had contended that rigid diversity standards could force colleges to adopt quotas.

The Education Department report will be reviewed next month by the Secretary's advisory committee on accreditation. It will then make a recommendation to Mr. Alexander on whether to continue the department's recognition of Middle States.

Such recognition is crucial to accrediting groups, because students can participate in federal aid programs only if they attend colleges accredited by recognized agencies. Middle States is the main agency for colleges in Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania.

Praise for Changes

The Education Department report recommends that Middle States be recognized for three years. The maximum time for recognition is five years, but before Middle States made changes in its policies, the department was pushing for a renewal of only one year, with the condition that the diversity standards not be used to deny accreditation to any college or university.

While the report praises the

changes Middle States has adopted, it also says that it "remains to be seen" how those changes will be carried out.

For that reason, the report recommends that Middle States be required to file a report each year "discussing all cases in which adverse comments, findings, or recommendations were made with respect to diversity and equity issues."

Middle States had no official comment on the report last week.

'Negative and Suspicious Tone'

But Patricia A. McGuire, the president of Trinity College in Washington, and a member of the Middle States Commission on

Education Dept. Appointee Wrote Columns Supporting David Duke

Continued From Page A27

has publicly disavowed his old ways. He should be entitled to at least the benefit of the doubt on that issue. Liberals gave that to Joe Biden; Ted Kennedy has received it thrice over, and probably will when he needs it again."

In the second column, Mr. Hirschfeld responded to criticism of the first. He wrote that he was surprised that many of those who were angered by the first column "professed to be Christians."

'Why Not David Duke?'

Wrote Mr. Hirschfeld: "As I read the New Testament, Christ asked everyone to turn the other cheek and forgive one's enemies. Reformation and salvation are possible for everyone: St. Paul went from a Christian antagonist to one of the great apostles. What about Mary Magdalene, St. Augustine, the thief on the cross? So why not David Duke?"

In an interview last week, Mr. Hirschfeld said that his main reason for writing the columns had not been to support Mr. Duke, a Republican candidate for President, but to air his concern that other Republican candidates were not using the issues Mr. Duke has discussed.

He said no one from the Education Department had contacted

Higher Education, said she was pleased with the recommendation that Middle States have its recognition renewed for three years.

She added, however, that she saw no reason for the requirement that Middle States file reports on its use of diversity standards. "I continue to be concerned by a persistently negative and suspicious tone from the department that is neither helpful nor constructive," Ms. McGuire said.

Stephen H. Balch, president of the National Association of Scholars, said he was pleased with the requirement that Middle States file reports. Mr. Balch's group strongly opposed the Middle States diversity standards.

"There is still ambiguity in how Middle States will apply diversity standards," Mr. Balch said, "so this kind of guarded recognition is probably appropriate."

him about the columns and that he didn't think they affected his work on the Education Department panel. "I write a lot of controversial columns, and I don't see what that has to do with education," Mr. Hirschfeld said.

'Grave Concerns' Expressed

Some college officials said they were concerned that Mr. Hirschfeld was on the accrediting committee, particularly at a time when it was evaluating what accrediting groups could do to encourage increased recruitment of minority students and faculty members.

Josephine Davis, president of York College of the City University of New York, said: "We need to monitor what comes out of that committee, with these views in mind."

Norman C. Francis, president of Xavier University of Louisiana, said: "If someone is as out of touch with what we know the reality to be with respect to David Duke, then it would raise grave concerns about how much reality would be brought to the important issues of accreditation."

Mr. Francis added that he did not believe people could support Mr. Duke's message and not Mr. Duke. "In this case, the messenger is part and parcel of the message," he said.

Judge Says Animal-Welfare Laws Must Protect Rats, Mice, Birds

Continued From Page A27

exclusion affirmatively communicates that regulated industries need not consider their treatment of these animals and will never be held in violation of the Animal Welfare Act regardless of whether these animals are denied food, water, appropriate housing, or are subjected to excruciating and unrelieved pain."

Arguments Called Irrelevant

Judge Richey said the Agriculture Department's arguments about increased time and costliness were irrelevant. "The agency focused on issues of availability of resources and personnel when it should have focused on whether birds, rats and mice are used for

purposes which allow them to fall within the protection of the act," he wrote.

Barbara A. Rich, executive vice-president of the National Association for Biomedical Research, said that although rats, mice, and birds make up 90 per cent of the animals used in research, there will not be a substantial rise in costs for university research facilities because they already abide by Public Health Service regulations that govern the use of these animals.

"In substance these regulations are very similar to those of the Department of Agriculture," Ms. Rich said.

Valerie Stanley, a lawyer for the Animal Legal Defense Fund, said that there are many examples of

rats, mice, and birds being mistreated in research laboratories.

"Without the regulations, we had to rely on the good will of the researchers and the animal-care staff to afford birds, rats, and mice adequate food, water, veterinary care, and this just did not happen, because they were not accountable to the Agriculture Department for the number of animals they used and killed, or the way in which they treated these animals while they were alive," she said.

The Animal Legal Defense Fund sued the Agriculture Department in 1990, setting the stage for last week's ruling. Department officials said they did not know whether the ruling would be appealed.

—STEPHEN BURD

Lobbying Efforts for Specific Causes Called Divisive and Shortsighted

Continued From Page A27

knows someone suffering from them." He adds: "People have empathy for the victims of these diseases."

In contrast, he says: "There is little empathy for general medical science. Providing the appropriate amount of funds for the general sciences requires something that the Congress lacks—a thoughtful and balanced approach to funding."

"The government tends to base its decision on visceral and emotionally prominent issues," he adds. "This kind of shortsightedness puts the country in a vulnerable position, because general medical science is the strongest funding conduit for supporting the infrastructure for basic research and the underlying research on individual diseases like cancer and AIDS."

Big Cuts in 2 Programs

Mr. Poulter of the University of Utah says: "The general public is not screaming for more money for general medical science because its actual payoff period is not for 10 or 20 years."

The only institute at the NIH to be reduced below its fiscal 1991 budget level was the National Center for Research Resources, which

NIH Developing Its First Long-Term Plan to Set Priorities for Research Programs

By STEPHEN BURD

WASHINGTON
For the first time in its 105-year history, the National Institutes of Health is developing a strategic plan to determine long-term priorities for its research programs.

Jay Moskowitz, the associate director for science policy and legislation at the NIH, said the process was important for the agency because it would involve setting priorities for all of its institutes.

A strategic plan, he said, would provide a better basis for defending increases in the NIH budget than would pointing to changes in the number of grants awarded each year—the standard lobbying tactic now employed by NIH proponents.

"Public citizens do not understand the importance of giving out a certain number of grants, but they do understand the need to support an institute that has as a central goal the need to develop vaccines for diseases," he said.

15 'Scientific Opportunities'

Mr. Moskowitz said that all previous planning at the NIH had been done on an institute-by-institute basis.

As a first step for the plan, NIH officials, along with members of the different institutes' advisory councils and the chairman's advisory panel, drew up a mission statement for NIH: "science in pursuit of knowledge to extend healthy life and reduce the burdens of illness and disability."

They then outlined 15 "scientific opportunities" that the NIH should support over the next decade: aging, basic biology and the environment, biotechnology, chronic and recurrent illness, the health of

and protein analyzers. So at a time when scientists need this cutting-edge equipment, about the only mechanism to acquire the equipment has been pulled out from under them."

Some scientists who receive support from the institutes that received less than the President requested say it is more important to develop a stronger lobby than to decry the system.

Michael Rosen, a professor of psychiatry and pharmacology at Columbia University, says that the National Heart, Lung, and Blood Institute, which received a 6.4-per-cent increase for fiscal 1992, simply does not get large-enough increases, considering that heart disease is the country's "No. 1 killer."

'Inadequate' Lobbying

Dr. Rosen says he believes that the small increases, compared with those for cancer and AIDS, are largely due to an ineffective lobbying effort by scientists on behalf of the institute. "The community dealing with heart disease has been inadequate in getting its message across," he says. "When it comes time to get investigators to meet with their Senators, we are not doing enough. And people who benefit with respect to cardiovascular research are not being mobilized adequately to get the message across."

Claude J. M. L'Enfant, director of the heart institute, agrees that the heart-disease lobby has not been as strong as the AIDS lobby, but he says the real difference in the financing results from people's differing perceptions of the two diseases. "The AIDS lobby has been more convincing and more effective because it is as much a political issue as it is a health issue," he says.

"AIDS is an infectious disease," he adds. "Someone gets it because of someone else, and that has a lot of political repercussions. No one gives you heart disease. It's not political. When someone dies of a heart attack, it's not in the national news. Plus, most people who die of AIDS are much younger than those who have heart attacks."

The President of the American Heart Association, W. Virgil Brown, professor of medicine at Emory University, says his lobbying organization will work harder this year to spread its message. "We need a more active lobbying effort to get these issues on the front burner."

Support for 20% of Proposals

Under the current spending limitations, he says, the institute is able to support only 20 per cent of the grant proposals it receives, "when it used to fund 35 or 40 per cent."

"We need to bring Congressmen into the research laboratories and meet the scientists to see what is going on," he says. "Universities are going to have to work harder informing their state Congressional delegations about the role they play in the public health of their region. And we also need to better educate the public."

Some university administrators, however, warn that it may not be easy to get scientists to lobby more. Susan Henry, dean of the Mellon College of Science at Car-

negie Mellon University, says scientists do not enjoy coming out of their laboratories and publicizing their cause. She also says that "it is difficult to explain" the need for increased financing for basic scientific research "because it is often not clear where the research is going until after the fact."

And while members of Congress say that lobbying may be a logical activity for scientists who believe their disciplines don't receive enough money, some lawmakers warn that they now hear the same complaints from everyone.

Says Rep. George E. Brown, Jr., a California Democrat who is the chairman of the Science, Space, and Technology Committee: "Every researcher wants more money for his research."

U.S. Financing of Tuberculosis Research Is Criticized

WASHINGTON

Scientists studying a new strain of tuberculosis say the government is responding too slowly to their requests for more money to combat the disease.

The strain, which is transmitted through air-borne germs spread easily by coughing, has proved to be untreatable by standard TB therapies and has become a serious health threat in the nation's inner cities, according to Anthony S. Fauci, director of the National Institutes of Health AIDS office.

HIV-infected or AIDS-stricken people are particularly at risk because the AIDS virus breaks down their immune systems, leaving

their bodies unable to fight against opportunistic diseases like TB.

Jerold Roschwalb, director of government relations at the National Association of State Universities and Land-Grant Colleges, says TB research should be a top priority. He adds: "It doesn't get very much money because it hasn't been hyped yet, and no one in Hollywood has lost his or her life to it, and it hasn't become the main story on the nightly news."

A Dearth of Researchers

The main problem with federal efforts at TB research, says Dr. Fauci, is that there are few researchers who have been trained to

study the disease. "The study of TB had languished, because it was not seen as a serious problem until AIDS, when we saw a re-emergence of the disease." The NIH spent only \$1.4-million on TB research in 1988 and now spends \$5.2-million a year out of the AIDS budget, he says.

David McMurray, a professor of medical microbiology and immunology at Texas A&M University and a recipient of NIH grants to study TB, says the government should never have cut back on TB research—as it did 25 years ago when scientists thought TB was controllable. "The time to start taking tuberculosis seriously has long since passed."

—S.B.

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Center Puts Unemployed to Work Restoring Portland Neighborhoods

Continued From Page A27

personnel all the services that those looking for work might need, including the help of state agencies and community organizations. The goal, officials say, is to remove some of the frustration the unemployed experience in traipsing from agency to agency, filling out forms.

The involvement of a college, the center officials add, is itself most unusual. Students take up to 28 weeks of skills training and obtain college credit for it. Through the involvement of the college, students are able "to train the mind and the hand at the same time," says Wayne Benson, a former firefighter learning construction skills here. "The college's interest, officials add, is in part to entice graduates of the skills program to come back to the college for academic courses.

The skills center opened last year after Ms. Carter battled charges of "pork-barrel politics" from many of her Republican counterparts and won the funds she had

been seeking since 1985. She persuaded the legislature, which is controlled by fellow Democrats, to provide \$600,000 for the center from state-lottery revenues. The college committed \$700,000 and other funds were promised by the Oregon Department of Economic Development and Oregon Employment Division.

Officials here say Ms. Carter's tirelessness resulted in the center's creation. And that quality is visible in all aspects of her life. In addition to her job at the college and her role in government, she is working on a doctorate in educational leadership at Portland State University and directs an a cappella spiritual group.

Humiliating Time on Welfare

Ms. Carter is originally from Shreveport, La. She came to Portland in 1977 with \$100 in her pocket and no place to stay, recently divorced and with five young children. (She now has four more children from a second marriage.) During the next several years, which included what she describes as a



Margaret Carter: "Not having the skills meant, no matter how many opportunities became available, they wouldn't be hired."

humiliating period on welfare, she worked as a teacher's assistant, finished her degree in elementary education, and then took a master's degree in educational psychology at Oregon State University.

In 1984, community and business leaders in Northeast Portland recruited her to run for the legislature. At the time, she had not thought of seeking election—she

was too busy with volunteer work. But she did run, and she won handily on a platform of education, prison reform, health care, and economic development for northeast Portland.

She was the first black woman to become a legislator in this state. Now in her second term, Ms. Carter heads the House Trade and Economic Development Committee.

Ms. Carter says the skills center is related to her initial goal in public office: fighting the chronic high unemployment in this part of the city.

"One reason many people were not working," she says, "was because they didn't have the skills. And not having the skills meant, no matter how many opportunities became available, they wouldn't be hired."

Those who missed out, she says, faced an additional burden: Too many members of the public, she says, "truly believe these people don't want to work."

"But you know what people tell me?" she asks. "Margaret, I got tired, after a year, day after day, week after week, going to look for a job, and people promising but never calling me back."

Out of Work for Years

One construction-skills student here, Malolsh Wilson, recalls wryly: "My luck was so bad, I went to McDonald's twice and they didn't even call me."

The 52 students here, says Paulette Hilton-Robinson, the center's director, are generally "the kind of people that unemployment statistics don't count." Most have been out of work for years. Many are on welfare, but most of the male students do not qualify because they do not have children. Some are homeless. Many are also dealing with personal problems caused by abuse suffered in the past. Several are Vietnam veterans.

Some students have no work skills at all, perhaps because they dropped out of high school. Others, however, have college degrees and are trying to change careers after running into dead ends in low-paying jobs.

Almost all the students face a major problem: lack of money and a support base. To date, the center has over 40 graduates, but many students have not completed their training because their financial circumstances forced them to take the first job they were offered.

Helping students reach a level

Government & Politics

where they can enter apprenticeships, and eventually build careers, is the goal of the construction-skills part of the program, says Roger Cooper, an instructor and building contractor.

He says the program aims to go beyond traditional skills training. "Any program that simply addresses the technical aspects is doomed to failure," he adds.

Mr. Cooper says the students must also be shown how to look for work, and they need to be physically able to work all day. So he requires his students to begin their day here with an aerobics and weight-training program.

So determined is he to see that his students succeed, says Mr. Cooper, that "I grab the graduating students at seven in the morning and put them in a car and take them to a job site."

Most of his students have lost their driver's licenses or never had one.

Good Success in Finding Jobs

Jobs are available in the building trades, he says, and he has had good success in placing students. The projects in northeast Portland played a large part in bringing his students up to par, he says. To

"It's Just Immoral

to me to see these unemployment numbers maintain themselves at such a high level."

students work as volunteers on the renovations, which are organized by a community agency, Home Ownership a Street at a Time, or HOUST.

Most students come here on the recommendation of former students or of family members. Ms. Carter, however, still does some of the recruiting, the way she did when the skills center was starting up—by going to church and community meetings, or simply by approaching people in the street. Most of that work, however, is done by the Northeast Workforce Center, one of the skills-center partners. It also tries to place students in living-wage jobs after their training.

Now Ms. Carter is focusing her efforts on persuading local corporations to provide stipends for students. She is also working to have the works-skills-center model replicated elsewhere. Two satellite programs have been financed by the state in other locations in Oregon where largely minority, low-income populations are struggling with double-digit unemployment and few training opportunities. Ms. Carter has even been trying to plant the seed of her skills-center model in South Africa, which she recently toured with a group from the National Black Caucus of State Legislators.

She remains driven, she says, by the same conviction that motivated her to join the legislature: "It's just immoral to me to see these unemployment numbers maintain themselves at such a high level."

Give & Take

Teach for America, a national effort that recruits students from the nation's campuses and trains them to be teachers, has received its largest grant ever.

Philip Morris Companies Inc. last week awarded the organization a \$3-million challenge grant, which it must match with other gifts from foundations and corporations.

The group plans to use the Philip Morris grant to intensify its recruitment at more than 200 colleges and universities and to support its training institute. The grant will also support efforts to compile information on the program and to link by computer its offices around the country.

Teach for America was founded in 1989 by Wendy Kopp, a graduate student at Princeton University. To date, the organization has placed more than 1,000 new teachers in schools.

World College West has decided to sell its 194-acre campus and move to other quarters because of mounting financial problems.

The college's Board of Trustees made the decision last month and hopes either to move to rented facilities or to an existing college or university campus as an affiliate.

The institution, a small private liberal-arts college with a focus on international education, claims to be the only accredited college in the country to require students to study in a non-Western country for one academic year.

President Douglas G. Trout said the 18-year-old college had suffered from the recession, a small endowment, and the departure of two presidents in three years.

The college has 130 students and five buildings. The value of the campus, in scenic Marin County north of San Francisco, has been appraised at \$7-million, although the market value may be as high as \$13-million, Mr. Trout said.

Theological institutions face an average backlog of \$1.9-million each in needed repairs and maintenance of their campus facilities, according to a new report.

The total cost of repairing the 202 schools that are members of the Association of Theological Schools in the United States and Canada would be more than \$385-million, the report says. Problems at the schools include water damage, neglect of roof maintenance, inadequate windows, and antiquated boilers and power plants.

The report was prepared by APPA: The Association of Higher Education Facilities Officers and the Lilly Endowment. It was based on a survey of 67 institutions.

Copies of the report are available for \$25 each for members of APPA or the theology-school association and \$35 for non-members. Contact APPA Publications, Dept. L, L., P. O. Box 1201, Alexandria, Va. 22313-1201; (703) 684-1446.

At City College, the Evening Student Government worked with Sean Combs, an

Business & Philanthropy



Loyola's Mark C. Broderick, director of student activities, in the college's Reitz Arena, where the bleachers seat 1,500. "I had chills when I read about City College. That could be any of us."

Fatal Stampede at New York's City College Prompts Other Institutions to Review Campus-Use Policies

By JULIE L. NICKLIN

A deadly stampede last month at City College of the City University of New York has prompted officials on other campuses to ask whether their institutions might be at risk of a similar tragedy.

Nine people were crushed to death and at least 29 others were injured as a crowd tried to push its way into City College's gymnasium for a celebrity basketball game. Now, in the wake of investigations into the tragedy, people are asking who is to blame. Fingers have been pointed at the college, the student group that booked the event, the promoter, and the security guards.

As a result, some colleges are planning to change the ways in which their facilities may be used by outside groups for athletics, comedy shows, rock concerts, and other events. Many colleges rent out their facilities to provide entertainment, make money, and raise money for charities.

Other institutions are confident that their current procedures are safe, if not foolproof. Yet many college officials have raised questions about who would be held liable if such a tragedy were to occur on their campuses.

Outside Promoter Involved

"I had chills when I read about City College," says Mark C. Broderick, director of student activities at Loyola College in Baltimore. "That could be any of us. It just makes us more aware that we need to be in control from before the first ticket is sold, until the people are here, until the bus with the band pulls away."

At City College, the Evening Student Government worked with Sean Combs, an

outside promoter, to schedule a basketball game in the college gym between two groups of rap stars. The event, billed as the first annual Heavy D and Puff Daddy Celebrity Charity Basketball Game, was advertised by a local radio station.

Before the game, the event turned into mayhem. The force of people pushing their way toward the Nat Holman Gymnasium broke glass windows and doors. A surge in the crowd sent bodies toppling over one another in the stairwell outside the gym.

"It just makes us more

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causing people to be crushed against each other and against doors and walls. Some witnesses have estimated the crowd at more than 4,000. The gym has a seating capacity of 2,730.

Investigations by City University, the Mayor's office, the city police, and the District Attorney have tried to sort out details leading up to the incident. The investigations are expected to be completed this week. City College officials declined to comment on the incident until the investigations were completed.

The tragedy prompted some colleges to re-evaluate the procedures they follow with their auditoriums, field houses, stadi-

ums, and gymnasiums. Loyola's Mr. Broderick, for example, plans to propose that the college not use "festival seating" for a forthcoming spring concert in Reitz Arena. For past concerts, Loyola has sold about 3,000 tickets—1,500 for the seating capacity of the arena's bleachers and 1,500 more for standing room on its floor.

Mr. Broderick hopes officials will approve his plan to put chairs on the floor of the gym for the next concert. That way, Loyola can sell an exact number of tickets for an exact number of seats. Although Loyola has never had any problems with controlling crowds at concerts, Mr. Broderick says it's a good idea to go the extra step for safety.

Indeed, three years ago Loyola College decided for liability reasons to stop allowing outside promoters to rent the campus's facilities. Instead, Loyola controls the sale of tickets, the hiring of security guards, and the promotion of events.

"The anxiety of dealing with outside promoters" and the fear that if something went wrong, "it would all fall back on us" led to the decision, Mr. Broderick says.

Importance of Existing Procedures

The tragedy at City College has also made some institutions recognize the importance of procedures they already have in place. The University of Scranton uses campus security guards as well as city police officers and fire marshals for events in its John Long Center.

If asked a month ago, says Robert Lee Sandruck, Scranton's assistant director of student activities, he probably wouldn't have realized the advantages of having city

Continued on Following Page

STATE NOTES

- Maine to cut pay of 150 of best-paid university administrators
- New York to finance low-interest loans at six private colleges
- Colorado college's Army-base courses criticized in Oklahoma

Officials of the University of Maine System are furious about a provision in the new state budget that will cut the salaries of more than 150 of the highest-paid university administrators.

The reduction will cut a maximum of 5.5 per cent from the salaries of administrators who make more than \$50,000 a year. The cuts are part of an amendment designed to reduce a shortfall of more than a \$100-million in the state's budget.

Patricia M. Collins, chairwoman of the university's Board of Trustees, said the reduction amounted to vetoing the Legislature a line-item over the university's operations and that it set a dangerous precedent. "This type of intrusion threatens academic independence," she said.

Legislators who supported the cuts said they had been compelled to take action after the board approved a large mid-year tuition increase but refused to cut administrative jobs.

Said State Rep. John J. O'Dea: "It's very hard to generate an adequate level of legislative support for public higher education when these very generous raises are being handed out."

Mr. O'Dea said the state's financial situation has made it necessary to set spending priorities. He said that any savings from the salary cuts would go to need-based financial-aid programs.

—ROBERT R. SCHMIDT, JR.

A state agency in New York will provide \$45-million for six private colleges to use as low-interest loans to their students who do not qualify for federal

loan programs because their family income is too high.

The New York State Dormitory Authority agreed to issue tax-free bonds to raise the money at the request of Rensselaer Polytechnic Institute and five other Albany-area institutions.

The authority may also issue an additional \$60-million in bonds for use by other private and public colleges in the state at a later date.

Details on eligibility, pay-back schedules, and interest rates are still being developed. State officials said they expected the loans to be especially attractive because New York has cut back on its financial aid for students from middle-class families.

The program is similar to loan programs offered by other states, but, unlike many of those programs, the colleges, not the state, will set most of the rules and administer the program.

Also, because the colleges will be receiving a pool of money from the authority from which to make the loans, some institutions are seeking state approval to offer an unusual feature.

Those institutions want to allow families to borrow the money against the value of their homes, much like a bank does with home-equity loans. In such cases, the interest payments on the low-interest loans would also be deductible for state and federal-income tax purposes. Interest on traditional student loans is not deductible.

—GOLDIE BLUMENSTYK

Oklahoma higher-education officials are making a stir over courses being offered by Pikes

Peak Community College, a Colorado institution, at the Fort Sill Army base in Oklahoma. The base is next to Cameron University, which says its mission is to serve Fort Sill.

The Oklahoma officials, including Chancellor Hans Brisch, say that Pikes Peak courses do not meet the state's standards, and that many Oklahoma institutions would not accept the credits if soldiers chose to continue past the associate's degree. Oklahoma's Board of Regents has authority to approve courses offered in the state, but not those at federal military installations.

Cameron officials say the Pikes Peak courses are not as rigorous as Cameron's. "Our courses require attendance," says Terral McKelips, vice-president for academic affairs.

Officials at Pikes Peak say they are mystified by the complaints, and suggest that Oklahoma officials may be fearful of competition with Cameron, a charge the Oklahoma officials deny. Oklahoma officials have not criticized courses offered by other colleges at the base.

Pikes Peak, which is accredited by the North Central Association of Colleges and Schools to provide courses at Fort Sill and seven other non-Colorado sites, offers some courses through correspondence.

Steve F. Kime, director of a Washington organization that encourages colleges to develop flexible scheduling that many military bases desire, says such "acrimony" is not unusual when out-of-state institutions move onto military bases. He says the Pikes Peak programs appear to be "perfectly legitimate."

—O.A.

New York Tragedy Leads Colleges to Review Policies on Campus Use

Continued From Preceding Page
authorities at the events. But based on the incident at City College, Mr. Sandruck says, "it allows the university to get some outside expertise and advice on what's happening. It's taking some of the liability off the university."

Who is liable when people are killed or injured at a campus event organized and operated by several parties is one of the questions emerging from investigations of the City College incident. To establish liability, investigators are trying to learn how much the college knew

liability" when a campus organization uses or an outside group rents facilities, says Sheldon E. Steinbach, general counsel for the American Council on Education. "Incidents like this trigger a much greater and in-depth discussion of liability."

Holding Major Events

Gary M. Pavla, director of judicial programs at the University of Maryland at College Park, says a college would probably be held responsible if something were to go wrong—whether the event was organized by the college or not. "You ought to call the shots," Mr. Pavla says. "It's your facility, and you are ultimately responsible."

"You're not insulating yourself from liability by turning it over to the student group or anyone else," he adds. "You're probably actually increasing your liability." Mr. Pavla is the editor of *Synthesis: Law and Policy in Higher Education*, a magazine that examines legal issues on campuses.

To avoid the complications of working with outside promoters, some institutions do not rent their facilities. Other colleges have hired outside management agencies to organize events. George Mason University's Patriot Center, with a seating capacity of 10,000, puts on major events for the Washington

area. It hired Centre Management, a division of a company that owns and manages the Capital Centre, an arena in Landover, Md., to arrange and oversee events. Concerts at the Patriot Center have included shows by Vanilla Ice, James Taylor, and Poison. Says Lawrence D. Zarda, George Mason's associate vice-president for finance and planning: "There is a level of expertise in the people and in the corporation that makes us feel a definite protection."

George Mason approves events to be held at the center and works

about the event beforehand, how closely officials monitored student organizers, and to what extent they should have advised students.

Among other details, investigators are looking at whether the number of tickets exceeded the number of available seats; whether the number of security guards was adequate; and whether the guards acted properly when problems developed. According to news accounts, the promoter had agreed in a contract with the student government to purchase liability insurance—but in fact never did.

Too many colleges have not fully explored their potential for

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Too many colleges have not fully explored their potential for



Gary M. Pavla, head of judicial programs at the U. of Maryland at College Park: "It's your facility, and you are responsible."

Business & Philanthropy

problem with a concert featuring Anthrax, a white heavy-metal group, and Public Enemy, a black rap group. Fearing that there might be clashes among members of the audience, campus officials increased the number of security guards it hired for the event. The concert, held before 2,000 in the Houston Field House, went off without a hitch, officials say.

Of course, not allowing concert groups or events on campus is another option. Goucher College has kept hard-rock groups off its campus "because the administration is a little fearful of getting hard-rock kinds of things," says Frederica S. Benson, Goucher's director of conference and facilities.

Private colleges like Goucher can have such restrictions, but public institutions cannot.

"A public college that chooses to go down that route to protect itself from court liability may be opening itself up to a First Amendment violation," says Mr. Pavla of the University of Maryland.

Proof Sought From Promoters

Many colleges say that before they allow an outside promoter to hold an event on their campus they require proof that the promoter has taken out an insurance policy. That way, the promoter becomes the primary insurance carrier, and the institution becomes a secondary carrier.

Some officials say that promoters sometimes try to push a college to be the primary carrier, so they must be firm in insisting—and enforcing—that the promoter has adequate policy. Those institutions that don't rent to promoters expect the entertainers to have insurance. Loyola College won't sign contracts with performers until it has proof that the entertainer has taken out an insurance policy.

Despite the methods colleges use to avoid potential problems, many officials echo the same sentiment.

"You can't eliminate all the risks," says Scranton's Mr. Sandruck. "It's just a matter of how much risk you're willing to take, and the precautions you take to counter that risk."

Endlines

Although the members of the National Collegiate Athletic Association are not scheduled to consider the issue of sex equity until their 1994 annual convention, advocates for women's sports say they expect the issue to return to the front burner much sooner than that.

Many administrators of women's sports note some positive signs. And they are heartened that the association's presidents' commission, in its three-year strategic plan, made gender equity a key focus of the 1994 annual meeting.

"I will credit them for saying it's part of the plan," said Chris Voelz, women's athletics director at the University of Minnesota-Twin Cities and president of the National Association of Collegiate Women's Athletics Administrators. Ms. Voelz also said she was pleased that Richard D. Schultz, the NCAA's executive director, had urged the association's members in his state-of-the-association address last week to guarantee sex equity "in all that we do."

The NCAA's research department is nearing completion of a gender-equity survey that is expected to provide solid information about the extent to which male and female athletes receive equitable treatment. Many college-sports observers acknowledge that most big-time sports programs fall short of providing equitable opportunities and financing to men and women.

Last week, the NCAA's Division I members agreed to delay for a year cutbacks in scholarships in all women's sports that were scheduled to take effect in August 1993. They also elected their first female vice-president, R. Elaine Dredinme, associate athletics director at the University of Dayton.

However, Ms. Voelz and other advocates for women express impatience at the slow pace of change and say they expect that pressure from outside forces may speed things along.

The House Subcommittee on Commerce, Consumer Protection, and Competitiveness is scheduled to hold the next in its series of hearings next month that will concentrate on sex equity and other financial concerns in college sports. A survey by the General Accounting Office of race and sex equity in intercollegiate sports programs is expected to be released at that time.

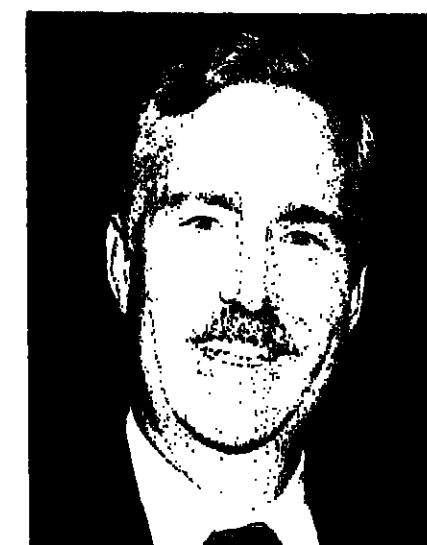
"Nobody really wants federal intervention in higher education," said Donna Lopiano, women's athletics director at the University of Texas at Austin. "But if the colleges will not do it on their own, then we'll just have to suffer through federal legislation. After all, nothing would have happened without Title IX originally."

Title IX of the Education Amendments of 1972 bars sex discrimination at institutions that receive assistance from the federal government.

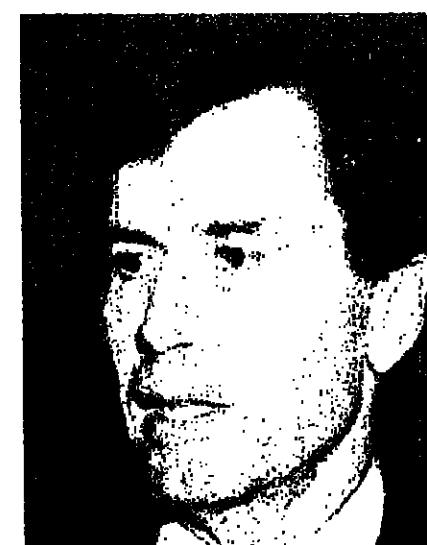
Athletics



Francis X. Rienzo, Georgetown's athletics director: "The road to academic reform is going to be covered with the bodies of disadvantaged individuals."



Chancellor Gregory M. O'Brien of the U. of New Orleans: "What happens in athletics affects opinion about higher education more than any single thing."



Chancellor R. Gerald Turner of the U. of Mississippi: "Needless to say, all of us are very gratified and happy with the outcome."

NCAA Votes to Raise Academic Standards for College Athletes

Continued From Page A1

average as low as 2.0 if he or she surpasses the NCAA-prescribed minimum scores on standardized tests.

"This is a very significant step forward toward more actively communicating to athletes and parents and schools the kind of work that will prepare student-athletes to get college degrees," said R. Gerald Turner, chancellor at the University of Mississippi and chairman of the presidents' commission. "Needless to say, all of us are very gratified and happy with the outcome."

Memories of 1983

Not everyone was so pleased. The debate on the convention floor evoked memories of the 1983 convention, when advocates for black athletes heatedly argued against the adoption of Proposition 48, the academic standards for freshmen that were toughened last week.

As they did in 1983, critics complained that the higher standards would disproportionately affect underprepared athletes.

many of whom are black. "I think the road to academic reform is going to be covered with the bodies of socioeconomically disadvantaged individuals," said Francis X. Rienzo, athletics director at Georgetown University. "The presidents' commission

is leading the way, and those individuals have no way of representing themselves."

"But this is a democracy and we had a vote, and the other prevailed," he added.

That kind of resignation shows how far

Continued on Following Page

Key Reforms Approved by NCAA Members

■ Academic standards for freshmen toughened by requiring incoming athletes in Division I to attain a 2.5 grade-point average in 12 high-school core courses, instead of the current 2.0 in 11 core courses, beginning August 1, 1995.

■ An indexing system established that will allow athletes who fall short of the 2.5 grade-point average to earn eligibility as freshmen if they score higher than the minimum 700 on the Scholastic Aptitude Test or 17 on the American College Testing Program's standardized test.

■ Satisfactory-progress rules adopted that, for the first time, will require athletes to meet minimum grade-point-average requirements to remain eligible for competition throughout their collegiate careers. Athletes also will be required to complete increasing proportions of their degree program requirements at the start of their third, fourth, and fifth years to be eligible to compete.

■ A rule approved that will require coaches in Divisions I and II to get prior written approval from their presidents each year of all sports-related outside income.

PRIVATE SUPPORT FOR HIGHER EDUCATION

ATHERTON FAMILY FOUNDATION
212 Marquette Street
Honolulu 96813
Liberaries. For expansion of the library and for acquisitions: \$300,000 to Hawaii Pacific U.

CHARLES E. CULPEPER FOUNDATION
300 Stanford Forum
Stamford, Conn. 06903
Computers and languages. For a modern-language resource center: \$100,000 to Allegheny College (Pa.).

ELLA WEST FREEMAN FOUNDATION
P.O. Box 54299
New Orleans 70181-1299
Business. For a center for doctoral studies and research in the school of business: \$1.25-million to Tulane U.

JAMES IRVING FOUNDATION
One Market Plaza
Spear Tower, Suite 1715
San Francisco 94105
Diversity. For a comprehensive plan to enhance the ethnic and cultural diversity of the college: \$750,000 to Saint Mary's College of California.

M. G. & LILLIE A. JOHNSON FOUNDATION
P.O. Box 2269
Victoria, Tex. 77902
Facilities. For a dining hall: \$100,000 to Texas Lutheran College.

MERCK COMPANY FOUNDATION
P.O. Box 2000
Rahway, N.J. 07065-0900
Pharmaceutical economics. For an institute for pharmaceutical economics: \$300,000 to Philadelphia College of Pharmacy and Science.

DONALD W. REYNOLDS FOUNDATION
P.O. Box 1369
Fort Smith, Ark. 72902
Facilities. For a new student-center

building: \$4-million to U. of Nevada at Las Vegas.

STEELE-REESE FOUNDATION
c/o Davidson, Dawson, and Clark
330 Madison Avenue
New York 10017
Liberaries. For collections in the humanities: \$300,000 to Gonzaga U.

WEST FOUNDATION
P.O. Box 1875
Wichita Falls, Tex. 76707
Teaching. For the center for teaching excellence: \$240,000 to Midwestern State U. (Tex.).

Gifts & Bequests

Baker University. For scholarships: \$680,000 from the estate of Dorothy Webster.

Denison University. For an endowed chair for a woman scholar in residence and for scholarships: \$6-million from the estate of Laura C. Harris.

Eastern Illinois University. For support of programs: over \$1.9-million from an anonymous donor.

Hood College. For the endowment: \$2-million from the estate of Marjory Griffith Alexander.

Indiana University. For the art museum: \$250,000 from an anonymous donor.

Kansas State University. For the college of agriculture: \$250,000 from the estate of Norman Currie.

For the capital campaign: \$500,000 from R. M. Seaton.

For the library: \$2-million from an anonymous donor.

Lewis University. For educational programs in aviation: \$2-million from Harold E. White.

Mount Union College. For the endowment: \$250,000 from the estate of Paul H. Resch.

Muhlenberg College. For an artist-in-

residence program: \$1-million from Dorothy and Dexter Baker.

New York University. For the medical center: \$10-million from Ronald O. Perleman.

Pennsylvania State University. For the School of Hotel, Restaurant, and Recreation Management: \$100,000 from Willard Campbell.

For a convocation and events center: \$100,000 from Charles T. and Karen Kovat.

For the college of engineering: computer software valued at \$241,400 from Pritsker Corporation.

Pope John University. For recruitment of underrepresented groups: \$1-million from National Medical Enterprises.

Purdue University. For manufacturing research: \$750,000 from United Technologies Corporation.

University of California at Santa Barbara. For support of programs: challenge gift of \$100,000 from Margaret C. Mosher.

University of Florida. For a lecture series in the law school: \$125,000 from Marjorie, Sawyer, Johnston, Dunwoody, & Cole.

University of Nebraska at Lincoln. For a professorship in Judaic studies: \$100,000 from Zella Rosenberg.

University of North Carolina at Chapel Hill. For a professorship in international business and for graduate fellowships in medicine, nursing, and pharmacy: \$1-million from Glaxo Inc.

University of Richmond. For support of programs: \$275,000 from Sidney and Jane Page, \$100,000 from Henry P. Stern, and \$100,000 from an anonymous donor.

University of South Alabama. For the university theater: equipment valued at \$131,000 from Bel Air Mall.

University of Texas at El Paso. For a professorship of creative writing: \$300,000 from Peter and Mardee de Weter.

closely with the company. Both hold insurance policies to cover the events, and outside promoters are required to purchase coverage authorized by Centre Management.

Excitable Crowds

Many colleges and universities say they look at the history of the band or entertainer and the crowd it might draw before deciding how much security is needed. Heavy-metal or rap concerts require more security, they say, simply because the crowd is more excitable than the crowd that goes to hear an acoustic guitarist or jazz singer.

In September, Rensselaer Polytechnic Institute foresaw a possible

Markey Charitable Trust Gives \$19-Million in Grants for Basic Medical Research

The Lucille P. Markey Charitable Trust has awarded \$19-million in grants to support basic medical research at six institutions.

The grants, which will be distributed over five- and six-year periods, will be used largely by the institutions to cover researchers' salaries, build new laboratories, purchase equipment, and train graduate students.

Princeton University will receive \$4.5-million, the largest of the grants, to support a structural cell biology program.

The Children's Hospital Medical Center in Cincinnati will receive \$3.5-million for its center on pediatric molecular genetics, a program affiliated with the University of Cincinnati College of Medicine.

The University of Illinois at Urbana-Champaign will be given \$3-million to establish a research

program in molecular neuroscience.

The University of Wisconsin at Madison will receive \$3-million to support studies on the molecular basis of virus structure.

The Santa Cruz campus of the University of California will receive \$2.5-million to conduct research on ribonucleic acid.

The Public Health Research Institute in New York City will receive \$2.5-million for the study of infectious diseases.

The Markey Trust was established by the will of Ms. Markey, owner of Calumet Farm, a thoroughbred-breeding and racing stable in Lexington, Ky. Her will directed that the entire trust be distributed by 1997—15 years after her death. Since the first grant in 1983, the trust has awarded more than \$392-million.

—JULIE L. NICHOLS

Public Still Lacks Confidence in Athletic Association, Its Director Says

By DOUGLAS LEDERMAN

ANAHEIM, CAL.



Richard D. Schultz, NCAA's executive director: "We have to realize that...athletics departments are not sacrosanct when it comes to the budget-cutting process."

Even though it has adopted significant reforms in the last three years, the National Collegiate Athletic Association has not convinced lawmakers and the public that it can solve the problems in college sports, its executive director said last week.

"Even after two conventions of dramatic reform and a demonstrated willingness to change, many people still view us as an organization that cannot effectively deal with its own problems and is unwilling to make the major changes that are necessary to bring about true reform in intercollegiate athletics," Richard D. Schultz, the director, said in his annual state-of-the-association address at the NCAA convention.

Mr. Schultz largely echoed the themes he had touched on in his two previous annual addresses. His speech was noteworthy primarily for its acknowledgment that the NCAA's "reform movement" and its intensifying public-relations campaign had

Continued on Page A37

NCAA Votes to Require Higher Academic Standards for College Athletes

Continued From Preceding Page
The presidents' commission has come since June 1987, when it called a special cost-cutting convention and watched as most of its proposals were soundly rejected or deferred. After more than two years of study and recovery, the commission cautiously proposed a few minor cutbacks in season lengths at the 1990 convention. They were adopted, although some last-minute arm-twisting was required to hold the line.

A year later, in January 1991, the commission was bolder and more organized. It hired a former college president and a former NCAA president to lobby chief executives to support a series of proposals to cut costs and reduce the time demands on athletes. Almost every one of its proposed rules changes was passed with hardly a whimper of opposition, prompting one athletics director to complain of feeling like "roadkill on the road to reform."

A Turbulent Subject

This year's challenge promised to be greater, focusing as it did on academic issues, which have always been the association's most turbulent subject. But, emboldened by their success in 1991, the presidents' panel proposed a tough package of rules changes. In addition to their consultants, Wilford S. Bailey, a retired professor at Auburn University and former NCAA president, and John S. Ryan, former president of Indiana University, the commission enlisted the support of the Knight Commission on Intercollegiate Athletics and top officials of several education groups, including the American Council on Education and the College Board.

Up to the eve of the balloting, the presidents were still tallying the votes in their favor and encouraging opponents to switch to their side. They seemed to relish the political challenge.

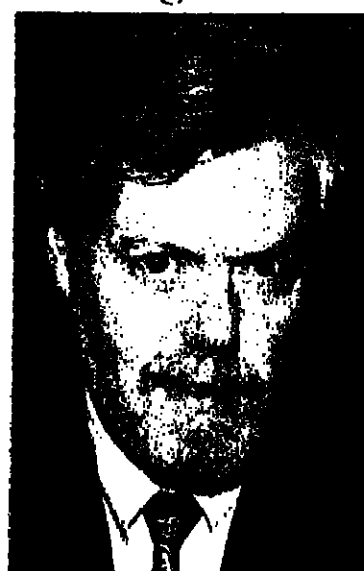
"We just have to count and re-

Inner-city high schools strapped for cash
"Simply have no meaningful way to respond" to the challenge from the colleges.

count the votes," David Warren, president of Ohio Wesleyan University and an officer of the presidents' panel, said the night before the voting began. "We just keep asking the question, the Ed Koch question, 'How we do it?'"

They were doing very well. Once again, virtually all of the legislation was passed. Among other things, Division I delegates agreed to:

- Raise the minimum grade-point average requirement of Proposition 48 to 2.5 in 13 core courses. The standardized-test portion of Proposition 48—which makes freshman athletes ineligible if they score below 700 on the Scholastic Aptitude Test or 17 on American College Testing's standardized test—remains intact. Members of



Ohio Wesleyan's David Warren: "We just keep asking the question, the Ed Koch question, 'How we do it?'"

Division II agreed to raise the core-curriculum requirement to 13 from 11, but did not increase the GPA standard.

- Establish an indexing system by which Division I athletes with averages lower than 2.0 can earn eligibility. An athlete who scores 900 on the SAT or 21 on the ACT can become eligible with a GPA of 2.0 or better. The rule also allows for gradations in between.

- Require a Division I athlete, by the start of his or her third year at a college, to fulfill 25 per cent of his or her degree requirements and achieve a grade-point average equal to 90 per cent of the minimum GPA required for graduation, in order to be eligible to compete that year. The requirements would increase to 50 per cent of the requirements and 95 per cent of the required GPA by the start of the fourth year, and 75 per cent and 95 per cent, respectively, by the beginning of the fifth year.

- Require all Division I and II coaches to get prior written approval from their presidents each year for all income from sources outside the institution, including compensation from manufacturers of athletic apparel and sneakers.

The most heated debate revolved around the proposals to raise academic standards for freshmen, which were vigorously opposed by the black-college presidents and representatives of the Big East Conference, which had proposed several measures challenging the presidents' objectives. Other institutions voting against the tougher standards included Georgia Institute of Technology, the Ohio State University, and the University of Notre Dame.

A Discriminatory Proposal

Critics argued that the presidents had ignored existing research showing that raising academic standards would sideline more black athletes than whites and, in turn, diminish minority access to higher education. William DeLauder, president of Delaware State College, said: "This is clearly a discriminatory proposal."

Opponents of the measure also challenged arguments offered by the presidents' commission that increasing college standards would

force high schools to prepare their athletes better for college.

Inner-city high schools strapped for cash, said Charles Theokas, athletics director at Temple University. "Simply have no meaningful way to respond" to the challenge from the colleges.

Research on Proposition 48

The presidents, however, produced evidence that they said discredited the argument that tougher standards would bar black athletes from their colleges. They cited research showing that after Proposition 48 was implemented, the proportion of Division I athletes who are black actually rose after an initial dip.

That, the presidents argued, proved that black athletes who failed to become eligible under Proposition 48 had been replaced not by white athletes, as the rule's critics feared, but by black athletes who were better prepared for college.

"These standards will support educational success and educational opportunity, but opportunity for whom?" said Thomas K. Hearn, Jr., president of Wake For-

"These standards

will support

educational success

and educational

opportunity, but

opportunity for whom?"

est and a member of the presidents' panel. "Should not these wonderful opportunities to play a sport and get a college education go to those students who have demonstrated that they have the capacity to benefit from this opportunity?"

Mr. Hearn added: "We surely know the issue is not whether minority young people will be given these scholarships—they will—but whether the scholarships awarded should reflect athletic and academic achievement."

The critics also said the presidents had put political expediency over academic goals, accusing them of pushing through the academic reforms to appease growing concern among lawmakers and the public.

Gregory M. O'Brien, chancellor of the University of New Orleans, defended the academic soundness of the proposals and asserted the presidents' need to take seriously the external criticism of college sports.

"What happens in intercollegiate athletics affects America's Congress's, and Mom and Dad's opinion about higher education perhaps more than any other single thing," he said. "That means the presidents have to be involved."

Presidents Lose Round or Two

The presidents' commission did lose a round or two. Division I members rejected a proposal that would have allowed their colleges to give athletically related financial aid to incoming freshman for summer school. And the 106 big-time

football colleges in Division I-A ignored the commission's opposition and approved a rules change that will let them hire an additional full-time football coach in place of two part-time coaches, reversing a change made during the reform sweep at last year's convention.

Despite those failures, some members of the presidents' commission were as heartened by what didn't pass as by what did. After last year's convention, some sports officials vowed to turn back some of the cutbacks adopted there. But several proposals to do that by adding assistant coaches were soundly defeated. The presidents' panel had lobbied intensely to get the Big East Conference and the Southeastern Conference to withdraw proposals that it believed

conflicted with its academic proposals. Some of the Big East and SEC proposals were indeed withdrawn and others were voted down.

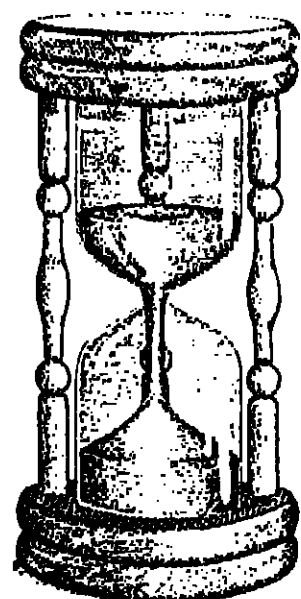
Another Step in a Campaign

Leaders of the presidents' panel described what took place here as another step in their campaign to turn the NCAA into what Mr. O'Brien called "a higher-education association dealing with college sports."

Mississippi's Mr. Turner expanded on that: "The NCAA needs to act like any other important higher-education organization, which means it should be run by presidents and implemented by the rest of the membership. Presidents have been slow in coming to this, but everything that's happened in the last 15 years underscores the necessity of what happened here today."

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Athletics

Athletics

Public Still Lacks Confidence in Athletic Association, Its Director Says

Continued From Page A35

failed to stem the dual tides of public criticism and legislative intrusion. Mr. Schultz also urged the NCAA's members to wage an all-out lobbying campaign against federal and state efforts to govern the association. And he proposed that the members consider changing their rules to treat men's basketball and football—where most of the problems are thought to exist—differently from all other sports.

Mr. Schultz said the association faced several major pressures, mostly from external forces.

He discussed the growing financial squeeze in which many colleges and universities find themselves, because of reductions in state aid and rapidly escalating costs. "We have to realize that with these types of financial pres-

ures, athletics departments are not sacrosanct when it comes to the budget-cutting process."

Cost-cutting measures adopted at last year's convention, Mr. Schultz said, "merely scratched the surface" of what is needed. Whenever possible, future reductions should be made in travel, administrative budgets, and equipment, rather than by dropping teams, Mr. Schultz said.

'Cost-Control Measures'

"Too many times in athletics our response to tight budgets has been to try to generate more revenue," he said. "We need to continue to do that, but we also must develop good cost-control measures if we are going to survive and maintain the quality that we would like to see in our programs." The NCAA's

central office, Mr. Schultz said, has cut its budget by \$3-million since last year and instituted a freeze on new positions.

College sports, Mr. Schultz said, continue to suffer from a poor public image.

He recited a litany of perceived problems: "Many people still feel that all athletes are special admits, don't graduate, and use steroids; that coaches all cheat and are overpaid; that faculty representatives are co-opted by their athletics departments; that governing boards and alumni—not chief executives—run athletics departments; that the NCAA promulgates and enforces 'Mickey Mouse' rules, does not provide due process, and serves as prosecutor, judge, and jury in all infractions cases."

Many of the perceptions are in-

correct, Mr. Schultz insisted, but, as he has said repeatedly in the last three years, "you are what you are perceived to be."

The nagging negative perception, Mr. Schultz said, has invited the association's other major problem—the intervention of federal and state lawmakers into NCAA affairs. While the association has made significant progress in resolving its problems, Mr. Schultz argued, "as long as the public perceives problems and corruption in college athletics or problems with the NCAA, their representatives, on all levels, will feel compelled to act, regardless of whether their actions are necessary or warranted."

"We have found from experience that the support from the membership—by making key telephone calls and writing appropriate letters at various times—is very effective in deterring inappropriate action on the part of our elected representatives," he said.

In a break with NCAA tradition, Mr. Schultz proposed that the association study the value of applying its rules on a sport-by-sport basis. Many sports officials believe that sports other than football and basketball are unfairly restricted by rules that are adopted primarily to guard against abuses in those two sports.

Mr. Schultz gave a nod to the association's critics in Congress, state legislatures, the news media, and the public, saying he had been "impressed" by many of them. He urged members to respond to the criticism not by "crawling into a shell," but "with a commitment to positive change in the spirit of openness, trust, and cooperation."

He concluded: "It is incumbent on us, this week and throughout the year, to respond to our challenges, to change when necessary, and to actively demonstrate our commitment to a system of which we all can be proud."

Mr. Schultz said the association was particularly concerned about a federal measure that would require

ATHLETICS NOTES

- Regents to study U. of South Florida's handling of rape charge
- Big South and Midwestern conferences select new members

The State Board of Regents in Florida has appointed a committee to review the University of South Florida's handling of a rape complaint involving a basketball star.

The panel, made up of six staff members from the state-system office, will study whether South Florida officials gave the athlete special consideration or treated the alleged victim unfairly.

A review this fall by an internal panel at South Florida found that university officials had ignored their own procedures in handling the case of Marvin Taylor, who was accused in October 1989 of assaulting a female student.

The committee found that a vice-president, Dan Walcott, who is also a member of the university's booster group, had handled the inquiry himself rather than delegating it to a disciplinary officer, as is customary. The athlete received a brief suspension, which was lifted after Mr. Walcott said the accused had recanted.

Reports in *The St. Petersburg Times* late in 1990, however, indicated that the accused had never recanted her testimony and had reiterated her charge of rape.

An internal review conducted by a specially appointed committee at South Florida found in November that university administrators had ignored their own procedures in handling the charges against Mr. Taylor.

That finding led to a call by Betty Castor, the state's education commissioner and a member of the Board of Regents, for a state-system inquiry.

Two Division I conferences have announced new members.

The Big South Conference announced that it had added Towson State University and the University of Maryland-Baltimore County as members, and the Midwestern Collegiate Conference said that Duquesne and LaSalle Universities would join the league in 1992-93.

—DOUGLAS LEDERMAN

all colleges that give sports scholarships to publish their audited revenues and expenditures each year. He asked the NCAA's Division I and II members to oppose the measure proposed by Rep. Paul Henry, a Michigan Republican, which has been endorsed as part of the Higher Education Reauthorization Act of 1992 by the House Committee on Education and Labor.

"We have found from experience that the support from the membership—by making key telephone calls and writing appropriate letters at various times—is very effective in deterring inappropriate action on the part of our elected representatives," he said.

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International

Surge of Chinese to U.S. Colleges Defies Effort Aimed at Restricting Study Abroad

Enrollments of students from China are higher than ever at American institutions

By KATHERINE S. MANGAN

An 18.6-per-cent jump in the enrollment of Chinese students at U.S. colleges and universities would be noteworthy anytime.

But the current surge is particularly surprising, since just two years ago the Chinese government issued regulations aimed at restricting study abroad.

Despite predictions that the flow of Chinese students would drop once the regulations took effect, just the opposite has occurred. Not only are more Chinese students coming to the United States than two years ago; they are staying longer.

The consensus among international-student advisers and Chinese students themselves seems to be that the so-called five-year work rule is having little effect on people who have made up their minds to study in the United States.

That comes as a surprise—and a relief—to many Chinese students who complained bitterly when their government announced in 1989 that college graduates would have to work for five years in China before they could pursue graduate studies abroad.

"When the government announced the restrictions, we worried that young people would lose precious time getting educated," says Jin Dai, a Chinese postdoctoral student in physics at Rutgers, the State University of New Jersey, who earned his doctorate at the University of Texas at Austin. "Five years is a long time, but it turns out a lot of people can find loopholes and get around it."

Last October the Institute of International Education released figures showing that a record number of foreign students had attended U.S. colleges and universities in 1990-91. China was the leading country of origin, with 39,600 students in the United States, 18.6 per cent more than in the previous year. In 1988-89, before the work rule was imposed, 29,040 Chinese were enrolled in U.S. institutions.

Rules Aren't Being Enforced
Not only are there many loopholes in the regulations, but the Chinese government apparently is enforcing the rules neither stringently nor evenly throughout the country.

Chinese students with close relatives in the United States are exempt from the regulations, as are those with any sort of relatives who agree to reimburse the government for the cost of the students' education in China. The reimbursement fee, according to a U.S. consultant in international education, amounts to about \$550 a year for undergraduate study and about twice that for graduate work. The money is refunded if the students return to China within eight years of their departure.

Students who are privately sponsored, rather than officially sanctioned by the Chinese government, can also avoid the five-year work requirement.

Finally, students who leave their Chinese institutions before the start of their

fourth year to study abroad also have to reimburse the government for tuition for the years they attended, but they do not have to work for five years before starting their overseas study.

Students have taken advantage of such exceptions in several ways. Some find private sponsors, like friends or relatives; some go ahead and reimburse the government for their education; and some drop out of their universities so they can apply

"Not only are the numbers up, but the ways they're getting out are different. We're seeing fewer officially sponsored students and more private students coming on their own."

as transfer students and avoid the work requirement. Some Chinese students also report that government officials often accept bribes for waivers of the work restriction. "You have to have money or connections—the process is very ugly," says Mr. Dai of Rutgers.

Peggy Blumenthal, vice-president for

educational services at the Institute of International Education, says the Chinese students who come here "are very talented and determined individuals who are able to get around the regulations."

Steady Rise Since Tiananmen Square

"Not only are the numbers going up, but the ways they're getting out are also different," she adds. "We're seeing fewer officially sponsored students and more private students coming on their own funding."

At the University of Southern California, Chinese-student enrollment has increased steadily since the bloody crackdown in Tiananmen Square in June 1989. The numbers grew from 336 in the fall of 1989 to 453 in the fall of 1991.

Dixon C. Johnson, executive director of the university's Office of International Students and Scholars, says he found the steady increase "kind of puzzling," in light of the restrictions.

"There's a tremendous desire to get out of the country," he says. "Never underestimate the desire of students to get out when they want to pursue their education."

The supposed rationale for the five-year work rule was that students who have been educated at state expense should pay back that investment in work before they pursue



Jin Dai, a Chinese postdoctoral student: "Five years is a long time, but it turns out a lot of people can find loopholes and get around it."

further studies abroad, says Glenn Shive, a consultant in international education. But some believe the rule was imposed to send a "get tough" message from government officials worried that the flood of requests for overseas visas could result in a brain drain.

Chinese government officials were also worried that students who came to the United States to study would be "corrupted by democratic ideals" and demand changes when they returned to China.

Avoiding Work Restrictions

At Harvard University, where Chinese-student enrollment rose to 220 this fall from 191 the year before, an admissions official says many students opt to transfer as undergraduates to avoid the work restriction.

"Some students say they had planned to wait until graduate school, but felt that because of the new regulations, they had better do it now," says Rosemary M. Green, associate director of admissions at Harvard.

Another possible factor in the high enrollment of Chinese students here is the executive order issued by President Bush in 1989, which protects Chinese students against immediate deportation after their studies are completed. Students are now permitted to remain in this country until January 1, 1994—a provision intended to protect students from retribution in China for their involvement in pro-democracy protests abroad.

Many students are taking advantage of that provision by continuing their studies or working in the United States, higher-education officials say.

"Since Tiananmen Square, people are coming, and they're just not going," says Norman Peterson, executive secretary for the Liaison Group for International Educational Exchange. "They're prolonging their student status as long as they can."

At the University of Texas at Austin, where the enrollment of Chinese students increased to 371 this fall from 301 the previous year, part of the increase came about because some students who were already at the institution decided to remain for another year, university officials say. However, most higher education officials interviewed said the bulk of the increase was due to new students coming to the United States.

Limited Opportunities at Home

"When you don't lose as many students, fewer have to come to cause an increase," says Margaret A. Kidd, director of the university's International Office.

Chinese students coming to the United States are motivated by a number of factors. Opportunities for graduate study and career training are much more limited in China than they are in the United States. Just as important, the brutal repression of the pro-democracy movement left many young people in China disillusioned with their country and eager to get out.

"America is much richer and more developed," says Yuh-in Chang, a graduate student in electrical engineering at the University of Texas at Austin and president of the university's Chinese Students and Scholars Association. "Whenever they have a chance, the Chinese students want to move to a better place where they can have a better life."



Per Nyborg, the general secretary of Norway's University Council: "We do have to spend more money, much more money on higher education, but that in itself will require a drastic change in attitude."

Enrollment Surge in Norway's Colleges Brings Political Consensus for More Government Aid; Drive to Close Small Institutions Gains

By GORDON F. SANDER

OSLO
Overcrowding at the University of Oslo is so severe that officials may "suspend" all final examinations this year because there are not enough rooms in which to administer them.

The conditions at Oslo are symptomatic of the situation throughout Norway's higher-education system, which over the past four years has experienced close to a 50-per-cent increase in full-time enrollment—from 95,000 in 1988 to more than 140,000 today. Each of the country's four main public universities—Bergen, Oslo, Tromsø, and Trondheim—reports it has too many students and not enough space.

The universities' efforts to cope have led to a broad-based consensus among political leaders in Europe's northernmost country that swift and substantial increases in support for higher education are essential.

A Record Increase in Funds

Last month, following the recommendation of the minority Social Democrat government, the *Storting*—Norway's parliament—agreed to a record 11-per-cent increase in funds for higher education and research, to about \$1.42-billion, for the coming year.

At the same time, government officials are continuing their campaign to try to reduce drastically the number of small, regional colleges scattered across the country.

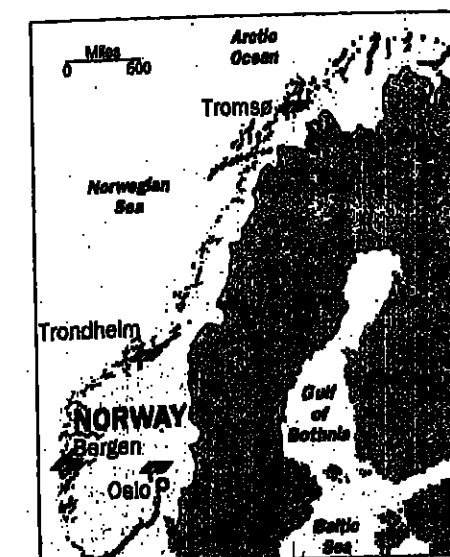
Originally designed as an alternative to the university system, the network of 104 regional colleges offers programs of study

that lead to the equivalent here of a bachelor's degree.

About 55,000 of Norway's students are enrolled in the regional colleges, and about 10,000 attend private colleges and institutes. The rest—some 75,000—are enrolled at the four universities.

Current government plans, which the *Storting* has reluctantly endorsed, call for rolling back the number of regional colleges—which remain highly popular—to roughly 30 so that more resources can be focused on the universities.

"The system is under unprecedented pressure," says Jan Toska, executive officer in the university section at Norway's Ministry of Education, Research, and Church Affairs. Mr. Toska, one of those responsible for preparing the new higher-education budget and pushing it through



the parliament, says that about \$20-million will go for the construction of new facilities at the teeming universities, particularly those at Bergen and Oslo.

Student leaders across the country say the amount to be spent on new facilities is not nearly enough.

"Ever since 1945 the government has been urging everyone to get a higher education, but then when it comes time to pay the bill, there isn't enough money," says Anne Lagoen, the head of the Oslo students' union. "We're fed up."

No Provision for Library

Ms. Lagoen is particularly distressed that the new budget contains no provision for what she considers the most pressing need of the flagship Oslo campus: a new, conveniently located library. Overcrowding and no place to grow forced the university to relocate its campus from the city center to the outskirts of the capital, with only the law school and the main library remaining downtown. Hence students must shuttle between the library on the old campus and classes on the new campus, in a district called Blindern. Oslo students say the situation is not acceptable.

Mr. Toska of the education ministry promises that the university will get a new library, probably within the next two years. "We are working on it now," he says.

He also cautions that planning has to precede expansion. "We can't just throw money at higher education—we have to get our signals clear first," he says.

Student leaders say money alone won't

Continued on Following Page

Big Enrollment Increase Swamps Norway's Colleges

Continued From Preceding Page
correct the underlying problem, which they identify as the government's "skewed and confused" notions about support for higher education.

"University students in Norway are treated like second-class citizens," says Signe Knappskog, vice-president of Norsk Studentunion, which represents the country's university students. "Society doesn't sufficiently value what we do. If it did, it wouldn't be showing us into grossly overcrowded schools."

Says Briten Stene, head of the students' union at Bergen: "It's really a very depressing situation." Ms. Stene says that classes on the Bergen campus—which was built for 6,000 students but currently enrolls 15,000—are so crowded that the marshals have suspended sessions in mid-lecture on several occasions because attendance exceeded the rooms' legal capacity.

An Embarrassment

Ms. Stene and other student leaders—as well as many frustrated academics and administrators—see the overcrowding as clear proof of the government's inability to manage and meet the needs of its higher-education system.

At the very least, the overcrowding is an embarrassment to the government. In its 1990 report, "Education in Norway," the education ministry confidently declared: "The current objective of government policy is a capacity of 105,000 full-time students by the mid-90's." That projection was undone when 45,000 new students streamed into the system over the past three semesters.

"The strong and unexpected growth in the number of university applicants has made it clear that the knowledge base for steering higher education is too weak," stated a recent white paper prepared for the government by the Norwegian Research Council for Science and the Humanities, a quasi-public group.

Per Olef Aamodt, a researcher at the council, is trying to figure out where all the new students came from. According to Mr. Aamodt, the student-population explosion is probably the result of two forces: increased unemployment among young people and the government's own promotion of higher education as something that is good for all Norwegians.

Bitter and Discontented

Mr. Aamodt says the current unemployment rate—5 per cent, very high by Norwegian standards—has probably encouraged more 19-year-olds to go directly into the higher-education system instead of taking time out to pursue other interests, as had been the norm.

"As for the government's push for higher education for all, 'Education in Norway' stated it this way: 'It is the view of the government that higher education should be regarded as contributing to the economic, social, and political life of all regions in Norway.'"

"Faced with such rhetoric, students can't be blamed for being bitter and discontented," says Mr. Aamodt.

modi. He sees as "especially cynical" the government's implicit encouragement of higher education as a way to help solve Norway's unemployment problem by continuing to offer high-interest, student-loan packages to all qualified seekers. "In a sense, the students are being asked to pay for the cost of their unemployment by mortgaging their futures," says Mr. Aamodt. "It's a cheap trick."

"We are in danger of losing a generation," he adds. Norwegian student leaders see the financial-aid situation as further proof of their oppressed and neglected status. "We find it unacceptable that students are forced to

carry such a large burden of debt," says Bjorn Tore Sund, vice-president for financial issues of the national students' union.

Like many student leaders in neighboring Sweden, Mr. Sund supports the idea of paying students a salary to pursue a degree. "That would truly underline the value our society places on our work," he says. Mr. Sund did not say how he expected Europe's most sparsely populated nation, which is only now starting to climb out of a deep recession, to pay for such a program.

Mr. Sund and his fellow officer, Ms. Knappskog, are particularly anxious to have the government do

something about the growing number of students who are parents. According to unofficial estimates here, one of every five students in the higher-education system is supporting at least one child.

Tempered Sympathy

The student grievances get tempered sympathy from Per Nyborg, the general secretary of Norway's University Council, a quasi-public body that coordinates relations among the universities and between them and the state.

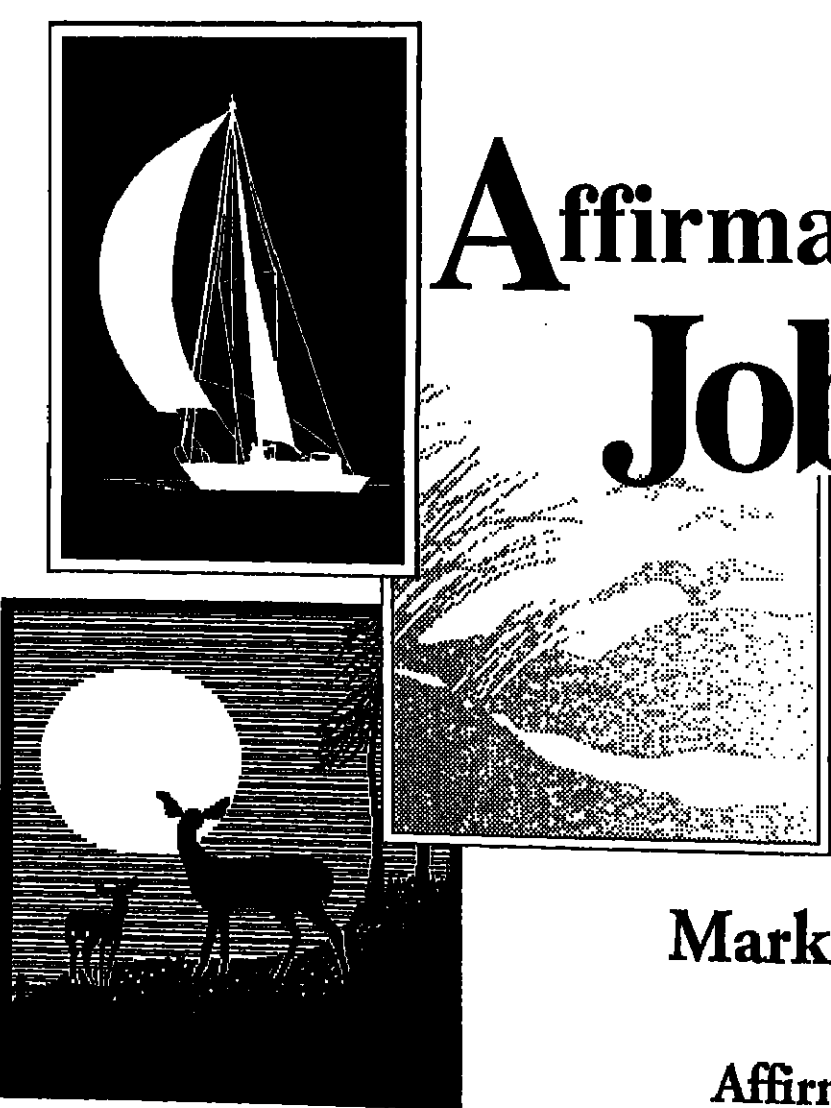
"In the 1970's, when the interest rate on loans was lower than inflation, it wasn't so hard for students to pay back," he says. "Now, many students don't pay off their loans for 20 or 30 years, and some don't pay them off at all."

A former official in the education ministry, Mr. Nyborg says that higher education did not receive sufficient economic or political support when he was in the government. That, he says, is one of the reasons why he is now working in behalf of the universities.

"We have to understand that the wealth we have acquired from our North Sea oil should be spent on building the system back up," he says in an interview in his office at the University of Bergen campus.

"We do have to spend more money, much more money on higher education, but that in itself will require a drastic change in attitude," says Mr. Nyborg.

"Higher education is not yet as intrinsic enough part of our culture."



California Community College

Affirmative Action Job Fairs ARE COMING

Mark Your Calendars!!

The 3rd Annual Affirmative Action Job Fairs are scheduled for:

Santa Clara

SATURDAY, FEBRUARY 1, 1992
Santa Clara Convention Center

Los Angeles

SATURDAY, FEBRUARY 8, 1992
Hilton at Los Angeles Airport

Watch for More Information

Teach for the world's largest institution of higher education...
A CALIFORNIA COMMUNITY COLLEGE

The 1992 California Community College Affirmative Action Job Fairs are sponsored by the ACCCA, Cal 68/Patricia Mollica, Coordinator (800)870-JOBS (5627)

International

Name Droppings

TWO PRESIDENTS who resigned recently cited frustrations. The decision of **Haskell M. Monroe, Jr.**, chancellor of the University of Missouri at Columbia since 1987, followed the rejection by voters of a tax initiative for education. Mr. Monroe said at a press conference: "My dream for this university has not been to reduce its scope. . . . Now we are faced with the unenviable task of reducing the breadth of this university so we can live within our means. My anxiety and frustrations have increased to the level that my task has not been as personally satisfying as I wanted it to be."

John J. Quinn, whose resignation as chancellor of the University of Tennessee at Knoxville is effective June 1, said: "I would say to a large extent I'm stepping down because I simply have not found the past six or eight months very enjoyable." He continued: "I found teaching, which I miss, and doing research a whole lot more fun than I found administering this campus." Mr. Quinn, who was dean of the faculty at Brown University before coming to Knoxville in 1989, will be recommended for a Chair of Excellence in the university's physics department by **Joseph E. Johnson**, who became president of the university system last July.

George Sinner, who completes his second four-year term as Governor of North Dakota this year, wants to be president of the University of North Dakota. In a letter to the head of the search committee, Mr. Sinner said he lacks an advanced degree (he earned a B.A. in philosophy from St. John's University in Minnesota in 1950) but feels qualified for the job. Mr. Sinner served on the state's Board of Higher Education for seven years and appointed all seven of its members. (The board will make the final choice of a president.)

Words and phrases on the 1992 Dishonor List of Words Banished From the English Language include "basically" (although it's been banished several times already), "viable alternative," "in my humble opinion," "I see what you are saying," and "big time."

The list has been compiled annually at Lake Superior State University since 1976.

A television station in Boise, Idaho, plans to hold a forum this week on the future of higher education in the state. Among the non-participants are **Ellisabeth A. Zinser**, president of the University of Idaho, and six members of the state Board of Education. While some cited schedule conflicts, others objected to the inclusion in the panel of **John H. Kelsner**, whom the board fired last fall as president of Boise State University.

Regents of Stephen F. Austin State University, who voted unanimously to dismiss **Donald E. Bowen**, president for only 18 months, gave no reason for ousting him. Reportedly, Mr. Bowen had sought faculty-salary increases larger than the state-mandated 2 per cent, while regents had pressured him to increase the athletics budget.

The search committee for a new head of the University of Massachusetts system includes **Neil Rudenstine**, president of Harvard University, and **Jullus Erving**, former star of the Philadelphia 76ers of the National Basketball Association. Mr. Erving, a graduate of the university's Amherst campus, was awarded an honorary doctorate by UMass in 1983.

Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS



Cheryl B. Stanley
College of Saint Elizabeth

Boyd E. Dewey, Jr.
Boston University



Gwendolyn W. Stephenson
St. Louis Community College



Keith D. Blayney
U. of Osteopathic Medicine & Health Sciences (Iowa)



Richard G. Young
State U. of New York Health Science Center at Brooklyn

■ **New college and university chief executives:** St. Louis Community College, Gwendolyn W. Stephenson; Seattle Community College District, Charles A. Kane; Southern Arkansas University, Steven G. Gamble; University of Osteopathic Medicine and Health Sciences (Iowa), Keith D. Blayney; Urbana University, Francis E. Hazard.

■ **Other new chief executives:** Association of Conference and Events Directors-International, Jill Lancaster; Danforth Foundation, Bruce J. Anderson; National Institute of Medicine, Kenneth I. Shine.

Appointments, Resignations

Roberto Aguero, dean of instructional services at Southwest Texas Junior college, to vice-president for educational services at Western Nebraska Community College.

Loren Anderson, executive vice-president of Concordia College (Minn.), to president of Pacific Lutheran U., effective July 1.

Robert E. Anderson, professor and chairman of pathology at U. of New Mexico, to vice-president for health sciences at U. of Minnesota.

Marlene Bellinger, manager of media relations at Cuyahoga Community College, to director of marketing/recruitment and media relations at Lorain County Community College.

Elza Backer, member of the staff in the Kentucky Governor's Office for Policy and Management, to director of the budget at Northern Kentucky U.

Stan Bernstein, director of public affairs at California Polytechnic State U. at San Luis Obispo, to director of college relations at Glassboro State College.

Keith D. Blayney, dean of the School of Health Related Professions at U. of Alabama at Birmingham, to chancellor of U. of Osteopathic Medicine and Health Sciences (Iowa).

Donald E. Bowen, president of Stephen F. Austin State U., has been fired.

Kathryn A. Bratton, vice-president for college support services at Metropolitan Community College (Nebr.), to executive vice-president for instruction at Western Iowa Tech Community College.

Edward D. Callaghan, director of human resources at Dearborn (Mich.) Public Schools, to director of human resources at Oakland Community College.

Chandy Christian, campaign director of the North Carolina 4-H Development Fund, to director of the annual fund at North Carolina State U.

Catherine Collier, assistant to the vice-president for research and development in student affairs at Portland State U., to director of diversity and multicultural affairs.

Lisa S. Collier, assistant vice-chancellor for academic affairs at Tennessee Board of Regents, to vice-president for administration at Tennessee State U.

Alan W. Gross, associate professor of social medicine and pediatrics at U. of North Carolina at Chapel Hill, to director of the university's Center for Health Promotion and Disease Prevention.

Aroha L. Gureton, associate director of financial aid at State U. of New York College at Buffalo, to director of financial aid at State U. of New York College at Geneseo.

Boyd E. Dewey, Jr., assistant dean for student support, operations, and technology in the school of education at Boston U., to associate dean.

Lee Edwards, professor of English and women's studies at U. of Massachusetts at Amherst, to dean of the faculty of humanities and fine arts.

Nancy Foranston, mission worker at Esther Davis Center (Chicago), to director of major gifts at Andover Newton Theological School.

Robert F. Foster, executive vice-president of Southeast Missouri State U., has resigned.

Steven B. Gamble, vice-president for academic affairs at West Texas State U., to president of Southern Arkansas U.

Rosemarie Gonzo, manager at Lisak and Company (Morristown, N.J.), to controller at College of Saint Elizabeth.

Bruce F. Grube, provost and academic vice-president at California State Polytechnic U. at Pomona, has announced his resignation, effective March 27.

John M. Hamilton, senior counselor for development education at World Bank (Washington), to director of the school of journalism at Louisiana State U.

Paul A. Haurbrieh, acting associate vice-chancellor at U. of Wisconsin at Milwaukee, to associate vice-chancellor.

Francis E. Hazard, dean and director of Ohio State U. at Marion, to president of Urbana U.

Judith Jezek, associate dean of education programs in the college of nursing at Rush U., to associate dean of the school of nursing at U. of Miami.

Marjorie R. Johnson, dean of enrollment services at Seattle Pacific U., to vice-president.

Charles A. Kane, president of Riverside Community College, to chancellor of Seattle Community College District, effective April 1.

Terry Saunders Lane, interim associate dean for academic affairs in the school of social work at Boston U., to associate dean for development, research, and special educational projects.

Laura Lapina, former deputy director of Mineral Policy Center (Washington), to director of foundation and corporate relations at U. of the South.

Arthur G. MacKinney, president of U. Center at Tulsa, has resigned.

Mirabai I. Maull, chairman of surgery at U. of Tennessee Medical Center at Knoxville, to director of the Maryland Institute of Emergency Medical Services Systems at U. of Maryland at Baltimore.

Continued on Following Page

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Continued From Previous Page

Ray Martin, former regional vice-president of Imperial Savings (Pasadena, Cal.), to director of church relations at Azusa Pacific U.

David G. Marz, former director of communications and development at American Red Cross (Princeton, N.J.), to director of development for the theological and graduate schools at Drew U.

Haskell M. Monroe, Jr., chancellor of U. of Mississippi at Columbus, has resigned as chancellor. He will remain on the faculty as a professor of history.

Frederick C. Naim, vice-president for development and university relations at U. of Pennsylvania, to senior vice-president for planning and development.

Christopher C. Whelan, dean of academic affairs at Loyola University Chicago, to vice-president for instruction at Orange Coast College.

Louise Oliver, professor of foreign languages at Illinois State U., to professor and chair of foreign languages at Grand Valley State U.

Jeffery R. Olson, dean of occupational education at Coastal Carolina Community College, to vice-president for instruction.

Malinda Boon Peters, member of the development staff at Texas Christian U., to director of the annual fund.

William H. Pope, III, director of corporate and foundation relations at Albion College, to associate director of the office of corporate and foundation relations at Ohio State U.

John J. Quinn, chancellor of U. of Tennessee at Knoxville, has announced his resignation, effective June 1.

Gregory R. Riley, president of Colorado College, has announced his resignation, effective June 30.

Stan Rivas, president of Eastern Illinois U., has announced his retirement, effective July 31.

Karl A. Roider, Jr., chairman of history at Louisiana State U., to dean of the college of arts and sciences.

Carol Rufus, assistant director of prospect research at Bryn Mawr College, to director of annual and reunion giving.

Michael M. Rohnlander, member of the financial-aid staff at Virginia Commonwealth U., to director of financial aid at Lake Erie College.

Cheryl Bull Stanley, former associate director of public affairs and deputy to the executive director of College Board (New York), to director of development at College of Saint Elizabeth.

Gwendolyn W. Stephenson, president of St. Louis Community College at Meramec, to chancellor of St. Louis Community College.

Barbara R. Stevens, secretary of the university at U. of Pennsylvania, also to vice-president.

Jerry E. Stevens, vice-president for finance and administration at Trident Technical College, to dean of administration at Johnson & Wales U.

John Sullivan, dean of enrollment management at St. Bonaventure U., to dean of admission and financial aid of College of Saint Elizabeth.

Merna G. Whittington, senior vice-president at U. of Pennsylvania, to executive vice-president.

Chett O. Wright, president of Hawaii Pacific U., has announced his resignation, effective February 29.

Richard G. Young, medical director at Montefiore Family Health Center (New York), to professor and chair of family practice at State U. of New York Health Science Center at Brooklyn.

IN THE ASSOCIATIONS

Jill Lancaster, director of the resource center at Association of Conference and Events Directors-International, to executive director.

Ronald B. McKill, coordinator of the division of education at Carson-Newman College, has been named president-elect of Association of Independent Liberal Arts Colleges for Teacher Education.

Richard A. Menden, president of U. of Richmond, has been elected president of Southern Association of Colleges and Schools.

MISCELLANY

Bruce J. Anderson, acting president of Danforth Foundation, to president.

Marion L. Shinn, dean of the school of medicine at U. of California at Los Angeles, to president of National Institute of Medicine.

Deaths

Philip J. Banford, Jr., 44, professor of microbiology at U. of North Carolina at Chapel Hill, December 22 in Chapel Hill, N.C.

Robert H. Book, 73, professor emeritus of education at U. of Minnesota, December 31 in Minneapolis.

Louise L. Bennett, 82, former dean of students at Burck College of City U. of New York, December 25 in Miami Beach.

Robert Davison, 78, former head of the Extension Service at U. of Vermont, December 29 in Burlington, Vt.

Robert J. DiPietro, 59, professor of linguistics at U. of Delaware, December 20 in Fairfax, Va.

Roger A. Freeman, 87, senior fellow emeritus at Hoover Institution of War, Revolution, and Peace at Stanford U., December 29 in Stanford, Cal.

Rabbi Robert Gordis, 83, professor emeritus of Bible and philosophy at Jewish Theological Seminary (N.Y.), January 3 in New York.

John B. Hurley, 59, professor of geography at U. of Wisconsin at Milwaukee, December 20 in Milwaukee.

Paul K. Hartsfield, 86, professor emeritus of French at Marymount U. (Va.), January 3 in Washington.

Clara Howe, 86, former professor of English at Central State U. (Ohio), October 7 in Downers Grove, Ill.

Shirley Jenkins, 78, former professor of social work at Columbia U., December 30 in New York.

Ralph E. Johnson, 81, former professor of journalism at U. of Kentucky, December 26 in Lexington, Ky.

Muhammad I. Kanyata, 47, visiting professor of law at State U. of New York at Buffalo, January 3 in Buffalo, N.Y.

Ivling B. Nave, 75, former chairman of economics at U. of Pennsylvania, January 3 in Philadelphia.

Bernard P. McElroy, 53, professor of English at Loyola U. Chicago, December 17 in Chicago.

Hughes Rods, 55, professor of optometry at Indiana U., December 22 in Bloomington, Ind.

Samuel M. Peck, 92, professor emeritus of dermatology at Mount Sinai School of Medicine, December 30 in Palm Beach, Fla.

Mary F. Rice, 89, professor emerita of psychology at College of New Rochelle, December 29 in New Rochelle, N.Y.

Pavoung Tamasan, 81, former professor of mathematics and physics at American U. of Beirut, December 25 in Watertown, Conn.

Richard Trickey, 67, former professor of art at U. of Nebraska at Lincoln, December 19 near St. Joseph, Mo.

Gerald L. Zachariah, 58, vice-president for agriculture and natural resources at U. of Florida, December 20 in Gainesville, Fla.

Coming Events

A symbol (s) marks items that have not appeared in previous issues of The Chronicle.

JANUARY

- 22-23: Management.** "Strategic Management: Getting Value From Strategic Planning," conference, Conference Board, Waldorf-Astoria Hotel, New York. Contact: (212) 339-0290, fax (212) 980-7014.
- 22-24: Computers.** "NEXTWORLD Expo '92," international conference and exposition, NEXTWORLD Magazine and Next Computer Inc., San Francisco. Contact: (508) 879-6700, ext. 450.
- 22-25: Higher education.** Annual meeting, American Council on Education, Sheraton Washington Hotel, Washington. Contact: Karen Wilson, (202) 939-9410.
- 23-24: Assessment.** "From Theory to Practice: Assessment for Learning," conference, National-Louis University, Contact: Carol Eckerman, (800) 434-1616, fax (312) 621-1205.
- 23-24: Education.** "The End of Arguments: A Crisis for American Education and Democracy," conference, Bard College, Annandale-on-Hudson, N.Y. Contact: Judi Smith, (914) 758-7484.
- 23-24: Fund raising.** "Marketing and Soliciting Major Planned Gifts," workshop, Council for Advancement and Support of Education, Wyndham Harbour Hotel, Tampa, Fla. Contact: (800) 328-9900.
- 23-24: Institutional advancement.** "Projecting a Positive Image: The Media and Your Message," workshop, National Education Institutes, Washington. Contact: (301) 871-9422.
- 23-25: Learning.** International symposium on self-directed learning, University of

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Oklahoma and other sponsors, Boca Raton, Fla. Contact: Huey B. Long, (405) 325-1080, fax (405) 325-2020.

23-25: African-American studies. "African-American Communities: Witnesses to American Survival," Zora Neale Hurston Festival of the Arts and Humanities, Association to Preserve the Eatonville Community, Eatonville, Fla. Contact: P.L. Box 2586, Eatonville, Fla. 32751.

24: Employment and facilities. "Drive-In Workshop on Fair Labor Standards Act and Americans With Disabilities Act," Central Association of College and University Business Officers, DePaul University, Chicago. Contact: Donna Dwyer, (312) 328-5900.

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CONFERENCES

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Critical Thinking

Teaching Strategies Institutes In Every Region of the Country

The Problems of Higher Education

The glut of information, the growth of disinformation, the acceleration of change, the expansion of specialization, the threat of fragmentation, the ever more subtle and complicated struggle for survival: economically, politically, socially, and morally—the modern world poses grave challenges for higher education today. The old lecture-for-recall method of instruction is clearly inadequate. It does not lead to independent, critical thought. It does not cultivate intellectual autonomy, logical, philosophical, mathematical, or scientific thinking. It does not develop in students a respect for clarity, precision, accuracy, depth, or breadth. It does not teach students to speak, or listen critically. It does not lead to the mastery of content and the disciplining of minds.

What can we do?

There is a solution for those of us who teach, though not a simple one. It is found in the art of critical thinking as a foundation for both our teaching and our students' learning.

What the Institutes emphasize.

The Institutes emphasize the basic concepts of critical thinking, teaching strategies that discipline the mind, the mastery of content, the establishment of intellectual standards, the art of Socratic questioning, application to reading and writing,

interdisciplinary examples, tactics and strategies for teaching, modes of evaluation and assessment, and the redesign of courses, majors, and programs.

Where do they lead?

You will begin to see how to cover less so students learn more, how to speak less so students think more, how to cultivate critical reading and writing, how to require more writing yet do less grading, how to focus on concepts with high generalizability, how to foster subject matter insights, how to model thinking in your discipline, how to set explicit intellectual standards, how to design assignments that students must think their way through.

Presenters

RICHARD W. PAUL, leader in the international critical thinking movement, has organized over 40 institutes and five seminars. He has authored and co-authored many major university and college textbooks in the U.S. and abroad. His latest work is *Critical Thinking: What Every Person Needs to Survive in a Rapidly Changing World*.
GERALD W. SIEGEL, a nationally and internationally known scholar on critical thinking, is working on a book on critical thinking and its application to critical thinking and its application to critical thinking.

Two Day Regional Institutes on Critical Thinking Teaching Strategies

Southeast

MIAMI: Jan. 29-30, 1992
Omni International Hotel

New England

BOSTON: Feb. 1-2, 1992
Logan International Hotel

Southwest

LOS ANGELES: Feb. 22-23, 1992
Marriott-Marina del Rey

Rocky Mountain

DENVER: March 28-29, 1992
Sheraton Denver Airport Hotel

Mid-Atlantic

PITTSBURGH: April 25-26, 1992
Holiday Inn at Intl. Airport

Northwest

SEATTLE: May 16-17, 1992
Sea Tac Holiday Inn

Reservations

Send check or purchase order payable to the Foundation for Critical Thinking

4655 Sycamore Mountain Road
Santa Rosa, CA 95404

Single: \$195/person
For more: \$175/person

For further information
(707) 664-2940

Registration is limited

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Speakers:

• Mary Berry: Professor of American Social Thought, Former Commissioner of the U.S. Commission on Civil Rights

• Molly Ivins: Columnist, Political Satirist, Author of *Molly Ivins Can't Say That, Can She?*

• Rayna Green: Writer, Scholar, Public Servant, Native American Activist and Museum Curator

• Margaret E. Montoya: Legal Counsel, University of New Mexico, Expert Affirmative Action Sexual Harassment and Diversity Issues

Plus 50 program sessions and three special Workshops—Planning for Your Retirement • Valuing Diversity: A Model for Staff, Faculty, Students • Breaking the Silence: Building Community With Our Gay and Lesbian Colleagues

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Call or Write:

The National Association for Women in Education
1325 18th Street, N.W., Suite 210, Washington, D.C. 20036
(202) 659-9330 FAX (202) 457-0946

Association for Death Education and Counseling

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THEME: "Catastrophic Loss: Global and Personal - Making a Difference"

Keynote Speakers:

Dr. Howard Clinebell, Jr. - Topic: Confronting Global Catastrophe

Dr. Robert Coles - Topic: The Child and the Family

Dr. Beverly Raphael - Topic: Psychological Trauma: Therapeutic Intervention

• Invited paper and roundtable presentations.

• Exhibits of books, media, and resource materials.

Preconference Programs: March 4-5, 1992

The ADEC Education Institute will be offering preconference professional development certification courses and workshops. CEUs for the conference, workshops and certification courses will be available.

For further information contact: Sue Berry, ADEC, Dept. PE, 638 Prospect Avenue, Hartford, CT 06106-4298. Telephone: (203) 232-4826 or FAX: (203) 232-0819.

THE NATIONAL ASSOCIATION FOR WOMEN IN EDUCATION (formerly NAWDAC)

COLORES DEL CORAZÓN

Speakers:

• Mary Berry: Professor of American Social Thought, Former Commissioner of the U.S. Commission on Civil Rights

• Molly Ivins: Columnist, Political Satirist, Author of *Molly Ivins Can't Say That, Can She?*

• Rayna Green: Writer, Scholar, Public Servant, Native American Activist and Museum Curator

• Margaret E. Montoya: Legal Counsel, University of New Mexico, Expert Affirmative Action Sexual Harassment and Diversity Issues

Plus 50 program sessions and three special Workshops—Planning for Your Retirement • Valuing Diversity: A Model for Staff, Faculty, Students • Breaking the Silence: Building Community With Our Gay and Lesbian Colleagues

Visits to the Institute of Texan Cultures, the Mexican Cultural Institute, the LBJ Library and Museum, the Folk Art Collections of River City

Call or Write:

The National Association for Women in Education
1325 18th Street, N.W., Suite 210, Washington, D.C. 20036
(202) 659-9330 FAX (202) 457-0946

Association for Death Education and Counseling

ADEC's 14th Annual Conference

Boston, MA • March 6-8, 1992

THEME: "Catastrophic Loss: Global and Personal - Making a Difference"

Keynote Speakers:

Dr. Howard Clinebell, Jr. - Topic: Confronting Global Catastrophe

Dr. Robert Coles - Topic: The Child and the Family

Dr. Beverly Raphael - Topic: Psychological Trauma: Therapeutic Intervention

• Invited paper and roundtable presentations.

• Exhibits of books, media, and resource materials.

Coming Events

Continued From Previous Page
 3-5 February 2: Religion. National conference on the future shape of black religion. Wright State University, Dayton, Ohio. Contact: Paul Griffin, (513) 873-2274.

FEBRUARY

- 2-4: Multicultural issues. "Multicultural Concerns," conference. Southern Regional Faculty and Instructional Development Consortium, Athens, Ga. Contact: Frank Gillespie, (404) 542-4355.
 2-7: Institutional advancement. District Conference, Council for Advancement and Support of Education, Boston. Contact: (202) 328-5900.
 3-4: Faculty. "Evaluating College Faculty," seminar. Kansas State University, Orlando, Fla. Contact: (800) 253-2757 or (913) 532-5970, fax (913) 532-5637.

Deadlines

A symbol (w) marks items that have not appeared in previous issues of The Chronicle.

FELLOWSHIPS

- February 1: American studies. Applications for short-term fellowships for resident fellows in American history and culture. Contact: James Green, Curator, Library Company of Philadelphia, (215) 546-3181, fax (215) 546-5167.
 February 1: Computers and chemistry. Applications for Project SERAPHIM summer fellowships for faculty members interested in developing computer-related educational materials. Contact: John W. Moore, Department of Chemistry, University of Wisconsin, 1101 University Avenue, Madison, Wis. 53706; (608) 262-0381.
 February 1: Cultural studies. Applications for Ariano Schomburg Fellowships in Cultural Studies. Contact: Paul Sherwin, Dept. of Humanities, City College of New York, (212) 690-8166.
 February 1: Cultural studies. Applications for Rockefeller Foundation fellowships. Contact: James Clifford, Director, Center for Cultural Studies, University of California, Oakes College, Santa Cruz, Cal. 95063; (408) 459-4899.

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- February 1: Education. Applications for postdoctoral fellowships for research at the Educational Testing Service. Contact: Margaret B. Lamb, Mail Stop 30-B, Educational Testing Service, Princeton, N.J. 08541-0001; (609) 734-1124.
 February 1: Education. Applications for participation in the visiting-scholar program of the National Assessment of Educational Progress. Contact: Margaret B. Lamb, Mail Stop 30-B, Educational Testing Service, Princeton, N.J. 08541-0001; (609) 734-1124.
 February 1: Human genome. Applications for Human Genome Disinherited Postdoctoral Fellowships, sponsored by the Department of Energy. Contact: Science/Engineering Education Division, Oak Ridge Associated Universities, P.O. Box 117, Oak Ridge, Tenn. 37831-0117; (615) 576-4805.
 February 1: International studies. Applications for Rockefeller Foundation fellowships. Contact: Institute on Culture and Consciousness in South Asia, University of Chicago, Pick 422, 5828 South University Avenue, Chicago 60637.
 February 1: Medical humanities. Nominations by institutions of health professionals, scholars, and scientists for awards for studies in medical humanities. Contact: Charles E. Culpener Foundation, Financial Centre, Suite 404, 695 East Main Street, Stamford, Conn. 06901.
 February 1: Minorities. Applications from women of American Indian heritage for graduate fellowships. Contact: McNickle Center for the History of the American Indian, Newberry Library, 60 West Walton Street, Chicago 60610.
 February 1: Sciences. Applications from U.S. scientists for fellowships for collaborative work with Indian scientists in India. Contact: Jeanine M. Daniels, Academy for Educational Development, 1255 23rd Street, N.W., Washington 20037; (202) 863-1900.
 Continued on Page A46

WORKSHOPS, CALLS FOR PAPERS

CALL FOR PAPERS

THE 1992 CONFERENCE ON STUDENT SUCCESS COURSES
NOVEMBER 1-4, 1992 • CHICAGO, ILLINOIS

The 1992 Conference on Student Success Courses is your opportunity to explore exemplary student success courses as offered at a wide variety of educational institutions.

The conference will be focused on the planning, implementation, and presentation of courses designed to improve student performance and retention. John Gardner, Francine McNairy, Sharon Thomas, and Dave Ellis will be the plenary session speakers.

Proposals are welcome on such topics as course research, multicultural student populations, nontraditional student needs, critical thinking, career planning, learning styles, substance abuse education, course promotion,

teacher recruitment and training, large group presentations, multi-section course management, creative ideas for communicating success strategies, and related themes.

For presentation proposal criteria or more information, call or write:

College Survival, Inc.
 2650 Jackson Blvd.
 Rapid City, SD 57702-3474
 Toll-free 1-800-528-8323
 FAX 1-605-343-7553

The Community College Humanities Association
 announces a
 National Endowment for the Humanities
 Summer Institute on

TEXTS OF THE PRE-COLUMBIAN/SPANISH
ENCOUNTERS, 1492 - 1650

June 8 - July 10, 1992
 on the campus of
 The Johns Hopkins University
 Baltimore, Maryland

The five-week Institute's faculty will include: Teofilo Ruiz (Brooklyn College); Julian Granberry (Philas Society); John Fleming (Princeton University); Elizabeth Boone (Dumbarton Oaks); Walter Mignolo (University of Michigan); J. Jorge Klor de Alva (Princeton University); Douglas Ubelaker (Smithsonian Institution); Peter Mathews (Calgary University); Regina Harrison (Bates College); and Sara Castro-Klaren (The Johns Hopkins University).

For further information, write or call

Dr. Florence Starr Healer and
 Dr. George L. Scheper, Directors
 Community College Humanities Association
 c/o Community College of Philadelphia
 1700 Spring Garden Street
 Philadelphia, PA 19130
 Telephone: (215) 751-8860 • Fax: (215) 751-8935



CALL FOR PAPERS

ISSUES & INQUIRY in College Learning and Teaching

• FORMERLY THE JOURNAL OF PROFESSIONAL STUDIES •
 We would like manuscripts from the innovators who have positive, tested ideas about enhancing teaching and learning in higher education. Project descriptions, position or research papers accepted for review. Manuscripts without "academic" style. Submit 3 copies with \$5 fee (payable to Issues & Inquiry) to: Sally Knight, Managing Editor, PCIE Office, Eastern Michigan University, Ypsilanti, MI 48197. For Author's Information/Guidelines packet, please write to the above address.
 DEADLINES: Winter 11-18-91; Spring/Summer 2-14-92; Fall 5-26-92

The Community College Humanities Association
 announces a
 National Endowment for the Humanities
 Summer Institute on

THE GREEK CHARACTER:
WARRIOR, CITIZEN AND THINKER

May 31 - June 26, 1992
 on the campus of
 Georgetown University
 Washington, D.C.

The scholar-in-residence is **Bernard Knox**, Director Emeritus of the Center for Hellenic Studies. Other major faculty include Barry S. Strauss, historian, Cornell University; and Carl A. Rubino, philosopher, Hamilton College. Visiting lecturers will include Sheila Murnaghan, University of Pennsylvania; Katherine Callen King, UCLA; Brook Manville, an independent scholar; and Nancy Sherman, Georgetown University.

For further information, write or call

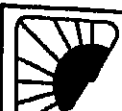
Dr. Lyle E. Linville, Director
 Community College Humanities Association
 c/o Community College of Philadelphia
 1700 Spring Garden Street
 Philadelphia, PA 19130
 Telephone: (215) 751-8860 • Fax: (215) 751-8935

NEW ISSUES "NEXT STEP" WORKSHOP
February 13-17, 1992

For Women Administrators in Higher Education -
 Whose Next Career Step Could Be The CEO Position

For information and applications contact:

National Institute For Leadership Development
 3889 E. Thomas Road
 Phoenix, AZ 85018
 (602) 223-4290



CONFERENCES, WORKSHOPS

HARVARD UNIVERSITY

INSTITUTE FOR THE
 MANAGEMENT OF
 LIFELONG EDUCATION

MLE

June 7 - 19

MLE is an intensive, residential program for 75 experienced administrators, all of whom lead organizations that deliver educational programs to adults. Some are presidents and academic deans of schools with significant adult populations; others are deans and directors of continuing education programs. Participants also come from professional associations, business, government, community agencies, and the military.

The program is a lively, stimulating forum for ideas that can be put to use in creating new programs or improving existing programs. The formal curriculum examines three broad areas: (1) the adult as a developing and learning person; (2) organizational strategy—marketing, finance, and planning; and (3) leadership and organizational change.

14th annual program. Application deadline: April 1

MANAGEMENT DEVELOPMENT
 PROGRAM

MDP

June 21 - July 3

MDP is an intensive, residential program for 95 mid-career administrators in higher education. The goal of the program is to prepare these men and women to develop resourceful solutions to the problems they are likely to encounter as they grow with their institutions.

Most participants hold the title of chairperson, director, dean, or associate dean. About half hold positions in academic administration; the others are broadly distributed across the major non-academic functions.

Topics include: personnel policy and administration, financial management, human resource management, law and higher education, strategic planning, marketing, and small group leadership.

7th annual program. Application deadline: March 15

INSTITUTE FOR EDUCATIONAL
 MANAGEMENT

IEM

July 5 - 31

IEM is designed for 95 senior-level administrators in higher education, most of whom are presidents, vice presidents, chancellors, provosts, or deans of major campus units. This four-week residential program examines critical issues in the management of colleges and universities.

The curriculum takes the perspective of the senior administrator, whose responsibility and authority shape institutional policy. Topics include: leadership, financial management, human resources, service delivery, law and higher education, campus community, strategic planning, crisis management, and institutional vision. Constantly updated curriculum materials—including the Harvard case method—ensure that the program is relevant to emerging campus issues.

23rd annual program. Application deadline: April 1

Mailing address: (name of program), 339C Gutman Library,
 Harvard Graduate School of Education, Cambridge, MA 02138
 phone: 617-495-3572 fax: 617-496-8051

Faculty Evaluation and Development Seminars

Evaluating College Faculty

Topics: Issues related to personnel decisions, including merit pay; evaluation procedures; and sources of data to evaluate teaching, research, service, advising, and professional competence and behavior.

February 3-4, 1992 Orlando, FL
 March 11-12, 1992 Denver, CO

Understanding and Dealing with
Difficult Faculty

Topics: Understanding yourself, analyzing difficult faculty, the do's and don'ts of dealing with difficult faculty, and when all else fails.

March 13-14, 1992 Denver, CO

Improving College Teaching

Topics: Identifying models of effective teaching; developing course goals; improving classical teaching approaches, e.g., lectures and discussions, as well as newer approaches to teaching, e.g., simulations.

March 16-17, 1992 Denver, CO

Teaching Thinking and Problem
Solving

Topics: Teaching of higher-order thinking, identifying student thinking skills, reasoning strategies, sources of errors, and techniques for enhancing thinking skills.

March 18-19, 1992 Denver, CO

Improving College Testing

Topics: Using tests to guide student learning efforts, test planning, writing and analyzing "objective" items, and designing essay and other performance tests.

March 20, 1992 Denver, CO

For the seminar brochure or additional
 information contact:

1991-1992 Seminar Series
 Center for Faculty Evaluation
 and Development
 Kansas State University
 1615 Anderson Avenue
 Manhattan, KS 66502-1604
 Telephone: 1-800-255-2757
 or (913) 632-5970
 FAX: 913-632-5637

center for
**FACULTY
 EVALUATION &
 DEVELOPMENT**

AGEI

Association for
General Education International

5 - 8 March 1992

Multiculturalism and Education:
The Way Ahead

Plenary Speakers:

Dinesh D'Souza
 Leon Botstein
 Franklyn Jenifer
 Charles Karells
 Carlos Cortes
 Parminder Bhachu

Themes:

- Multicultural Education and Ethnicity
- Making Multicultural Education Effective
- Women's Studies: A Positive Approach
- Multicultural Studies: Education or Indoctrination?
- Multicultural Education: The Early Years
- Multiculturalism: Visual Perspectives
- International Initiatives in General Education

Publication of selected papers.

Proposals for sessions or papers (closing date 24 January 1992), requests for conference information and information about publication in *Studies in Culture, Education and Curriculum* should be sent to:

AGEI Academic Core Programs
 The University of North Texas
 Denton, TX 76203-5187
 Tel: 817-565-3305
 Fax: 817-565-4517

Deadlines

Continued From Page A44
February 3: Women's studies. Applications for Rockefeller Foundation fellowships. Contact: Sharon Willis, Susan B. Anthony Center for Women's Studies, University of Rochester, 538 Latimer Hall, Rochester, N.Y. 14627; (716) 275-8318.
February 3: Arts and humanities. Applications for short-term visiting fellowships. Contact: Librarian, Houghton Library, Harvard University, Cambridge, Mass. 02138.

GRANTS

February 3: Science education. Applications for grants under the Informal Science Education Program. Contact: Informal Science Education Program, Room 635, National Science Foundation, 1200 G Street, N.W., Washington 20550; (202) 357-2076.
February 7: Environment. Applications for cooperative agreements or grants for projects in environmental education as specified in Section 6 of the National Environmental Education Act. Contact: (703) 847-3036 between 1:00 and 5:00 p.m., Eastern Standard Time. (For further information, see *Federal Register*, December 10, Pages 64,513-4.)
February 14: Technology and ethics. Applications for grants for on-campus lectures. Contact: IIT Corporation Lectureship Program, P.O. Box 6317, Princeton, N.J. 08541-6317; (609) 951-6507.

INSTITUTES, WORKSHOPS

January 31: Legal studies. Applications for participation in the invitational conference of the American Bar Association's Commission on College and University Nonprofessional Legal Studies, "Beyond Our Borders: Global Themes in Legal Studies," to be held in April in New York. Contact: John Paul Ryan, ADA Commission on College and University Nonprofessional Legal Studies, 541 North Fairbanks Court, Chicago 60611-3314.
February 3: Maritime studies. Applications for participation in a summer institute, "Early Modern Maritime History," Contact: John Carter Brown Library, Box 1894, Providence, R.I. 02912.
February 3-4: General education. Applications for participation in the Asheville Institute on General Education, to be held in June in Asheville, N.C. Contact: Office of Programs, Association of American Colleges, 1818 R Street, N.W., Washington 20009; (202) 387-3760.

PAPERS

February 3: Academic advising. Proposals on the theme "The Challenge of Change: Empowering Students Through Academic Advising," for presentations at the conference of the National Academic Advising Association, to be held in October in Atlanta. Contact: Cathy Eves-Ringstaff, College of Arts and Sciences, Georgia State University, University Plaza, Atlanta 30303-3088; (404) 651-2291.
February 3: American studies. Proposals on the theme "Multiculturalism and the Americas," for possible presentations at the annual spring conference of the New England American Studies Association, to be held in April in Boston. Contact: Lois Rudnick, American Studies Program, University of Massachusetts, Harbor Campus, Boston 02125.
February 3: American studies. Proposals on the theme "Oh Brave New World: Discovery and Rediscovery in American Culture," for presentations at a conference of the Great Lakes American Studies Association, to be held in April in Ohio. Contact: William E. Grant or Philip G. Terrie, American Culture Studies Program, Bowling Green State University, Bowling Green, Ohio 43403.

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February 3: Assessment. Proposals on the theme "Classroom Research and Classroom Assessment: Lessons From Success and Promising New Directions," for possible presentation at a conference, to be held in July in Berkeley, Cal. Contact: Faye Bishop, Education Department, University of California Berkeley Extension, 2223 Fulton Street, Berkeley, Cal. 94720; (510) 642-1171; fax (510) 643-8683.
February 3: Behavioral and social sciences. Proposals for possible presentations at the meeting of CUREN: the International Society for the History of Be-

CONFERENCES, REQUESTS FOR PROPOSALS

3rd National Conference on College Teaching and Learning

APRIL 9 - 11, 1992 - OMNI Hotel - Jacksonville, Florida
 "Improving Teaching and Learning in the College Classroom"

The conference will focus on four areas:

1. Innovative college teaching/learning techniques
2. Classroom research projects conducted by teachers
3. Developing Teaching/Learning Centers
4. Applying technology in the classroom

Some featured presenters are:

Thomas A. Angello
 Larry Darleg
 Don Doucette
 Pat Hutchings
 Roger T. Johnson
 George Vaughan
 Carol Weiss

Technology track:

- IBM / ACIS Scholars
- Virtual Reality Session: Hands-on Demos
- Multi-Media & Electronic Classroom Visits
- Technology / Software Fair

For registration forms and more information, contact:

Dr. Bill Martin
 Martin Center for College Services
 Florida Community College at Jacksonville
 601 W. State St., Jacksonville, Florida 32202
 (904) 832-3155 FAX: 832-3393



The Center for the Advancement of Teaching and Learning

FOCU is an equal opportunity/affirmative action college and maintains a smoke-free indoor environment.

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A VALUES-BASED APPROACH LINKING VISION AND ASSESSMENT

THE HYATT-REGENCY HOTEL
 CHICAGO, ILLINOIS
 MARCH 20 & 21, 1992

A workshop designed to assist colleges and universities in meeting the demands of an assessment program, as defined by the North Central Association, by providing:

- Means to define core institutional mission values.
- Strategic Planning for setting mission and values-based goals.
- Approaches to establish quantifiable measures of mission effectiveness.
- Means to link mission effectiveness with student goals and student life programs.

FOR REGISTRATION INFORMATION CONTACT:



The International Values Institute
 Marian College

45 S. National Avenue • Fond du Lac, WI • 54935
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WE ARE REQUESTING PROPOSALS

for Graduate Programs from Universities Interested in Establishing a Presence in the Little Rock, Arkansas Area

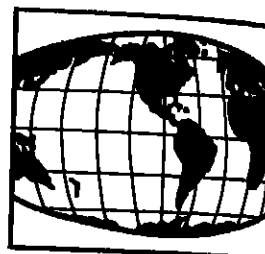
WANTED: PHD, DBA, MBA OR MS IN INTERNATIONAL TRADE

Contact:

Graduate Degrees for Central Arkansas
 2915 Kavanaugh, Suite 365
 Little Rock, AR 72005

INTERNATIONAL MARKETING PARTNERSHIPS FORUM

Positioning U.S. Firms for the Markets of Western Europe: International Partnerships in Marketing and Sales



March 12, 13, and 14, 1992

TOPICS

Marketing in Western Europe
 Legal/Political/Economic Environments

Marketing Strategies for Western Europe
 Joint Ventures/Advertising/Selling

Predictions for Future Marketing Efforts
 The EC and Beyond

KEYNOTE SPEAKERS

Dr. Fred Selnes
 Director, International Marketing Institute for Western Europe
 Norwegian School of Management
 Oslo, Norway

Dr. Robert T. Moran
 Director, Program for Cross Cultural Communication
 American Graduate School of International Management
 Thunderbird Campus, Arizona

Ron Frank Esq.
 Director, European Series
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CALL FOR PAPERS

For refereed proceedings/original papers only by January 14, 1992

TO REGISTER

Prior to February 12, 1992 - \$345
 Afterward - \$425

Call or FAX your intentions to:

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 600 Fifth Avenue, Pittsburgh, Pennsylvania 15219-3009
 Phone: (412) 227-6478 ext. 112. FAX: (412) 281-5591



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 MILES INCORPORATED
 (formerly Mobay Corporation)

WORKSHOPS

1992 SUMMER SEMINARS IN HUMANITIES & SOCIAL SCIENCE

A group of short seminars for teachers and professionals given by MIT faculty on the campus in Cambridge, Massachusetts.

Measuring the Unmeasurable: MIT faculty on the campus in Cambridge, Massachusetts.

Power, Peace and War: A Clausewitzian Approach to the 19th and 20th Century June 22 - 26 David Ralston

Literature and Ethical Values June 22 - 26 Alvin Kibel

Cognitive Views of Second Language Acquisition: New Insights for Language Teaching & Computer Aided Instruction July 13 - 17 Suzanne Flynn, Gita Marthandjona

The Literature of Leadership June 22 - 26 Michael Kaufman

Changing Concepts of Race in America June 15 - 19 Robin Kibon

Surveillance and Society June 8 - 12 Gary Marx

Teaching Basic Musicianship: A Reflective Practicum in the New Uses of the Computer August 17 - 21 Joanne Rumberger

The Jazz Experience: Jazz, the Arts and American Culture July 13 - 17 Mark Harvey

Ninja Turtles, the Macho King, & Madonna's Navel: Taking Popular Culture Seriously June 8 - 12 Henry Jenkins

1992 and Global Political Change June 22 - 26 William Griffith

Science Policy: What is it and Who Needs it? July 6 - 10 Leon Trilling, Eugene Skolnikoff

Narrative Storytelling for Film and Video July 6 - 15 Christopher Thornton

Shakespeare: Contemporary Perspectives July 13 - 17 Peter Donaldson

Women and Work: What Difference Does Gender Make? June 15 - 19 Isabelle du Courtivron

Enhancing America's Performance June 15 - 19 Richard Vallery

Building Communities that Work: Understanding the Link Between Power and Culture July 6 - 10 Mel King, Antonio Darder

Film Music August 17-21 Martin Marks

Modern Dance: An Approach to Body Awareness June 15 - 19 Beth Gull

Contemporary France: Myth and Reality July 20 - 24 Avagail Vicente

Ethical Conflicts in Recent American Science June 8 - 12 Charles Weiner

For information contact: MIT Summer Session, E19-356, Cambridge, MA 02139

(617) 253-2101
 FAX (617) 253-8042

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CALLS FOR PAPERS

CALL FOR PROPOSALS

for the national conference of the National Council on Community Services & Continuing Education

October 10-11, 1992 in Baltimore, Maryland

Conference Theme: Discovering New Worlds: Extending Our Horizons

Conference Tracks:
 • The Community College Agenda for the 1990s
 • Total Quality Management in CSE
 • CSE in the 21st Century
 • Diversity in and by CSE
 • Leadership in CSE

For information, contact:
 Eugene J. Lee
 Prince Georges Community College
 401 Loma Rd., Largo, MD 20772
 (301) 722-0715

Proposed deadline is February 15, 1992

WORKSHOPS

Cross-Cultural Training for Health and Human Service Professionals

A Summer Workshop

June 22 - 26, 1992

Asia-Pacific Summer Institute in Public Health

School of Public Health

1960 East-West Road

University of Hawaii

Honolulu, Hawaii 96822

Internationally-known scholar/trainer, Dr. Richard Brislin, will lead participants in exploring and using a "Culture-General Assimilator" to improve their effectiveness in culturally-diverse environments. This workshop is designed for managers and professional staff of health and human service organizations, as well as health educators, and graduate students. However, it is also appropriate for cross-cultural trainers. Examples will be drawn from the health field. Enrollment is limited to 30 participants.

For further information, contact the Institute Coordinator at the address listed above; phone (808) 956-8267 or fax (808) 956-4585.